

SIXTY-FIRST ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1892.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 26, 1892.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-first annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

OFFICERS OF THE CORPORATION.

1892-93.

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whose duty it is to visit and inspect the Institution at least once in each month.

1893.	1893.
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Rantoul, Miss Hannah L., Beverly.
Reardon, Dennis A., Boston.
Reed, Mrs. William Homer, Boston.
Reynolds, Walter H., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Rice, Mrs. Henry A., Boston.
Richards, Mrs. Cornelia W., Boston.

- Richards, Miss Elise, Boston.
Richards, Mrs. Laura E., Gardiner,
Me.
Richardson, John, Boston.
Richardson, Miss M. Grace, New
York.
Richardson, Mrs. M. R., Boston.
Richardson, William L., M.D.,
Boston.
Robbins, Royal E., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Miss Clara B., Boston.
Rogers, Miss Flora E., New York.
Rogers, Henry M., Boston.
Rogers, Jacob C., Boston.
Rogers, Mrs. William B., Boston.
Ropes, John C., Boston.
Ropes, Joseph S., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Russell, Mrs. William A., Boston.
Saltonstall, Henry, Boston.
Saltonstall, Hon. Leverett, Newton.
Saltonstall, Mrs. Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. Fred. R., Jr., Boston.
Sears, Frederick R., Boston.
Sears, Mrs. Knyvet W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, Willard T., Boston.
Sharpe, L., Providence.
Shattuck, Mrs. George C., Boston.
Shaw, Mrs. G. Howland, Boston.
Shaw, Henry S., Boston.
Shaw, Miss Pauline, Boston.
Shaw, Quincy A., Boston.
Shepard, Harvey N., Boston.
Shepard, Mrs. T. P., Providence.
Sherwood, Mrs. John H., New
York City.
Sherwood, W. H., Boston.
Shinkle, Miss Camilla Hunt, Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Silsbee, Mrs. M. C. D., Boston.
Slafter, Rev. Edmund F., Boston.
Slater, H. N., Jr., Providence.
Slocum, Mrs. W. H., Jamaica
Plain.
Snelling, Samuel G., Boston.
Sohier, Miss E. D., Boston.
Sohier, Miss Elizabeth, Boston.
Sohier, Miss Emily L., Boston.
Spaulding, J. P., Boston.
Spaulding, Mrs. Mahlon D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., M.D., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Stevens, Miss C. Augusta, New
York.
Stewart, Mrs. C. B., Boston.
Sturgis, Francis S., Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Sarah H., Cambridge.
Swan, Robert, Dorchester.
Swan, Mrs. Robert, Dorchester.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Talbot, Mrs. Isabella W., North
Billerica.
Tapley, Mrs. Amos P., Boston.
Tappan, Miss Mary A., Boston.
Tarbell, George G., M.D., Boston.
Temple, Thomas F., Boston.

- Thaw, Mrs. William, Pittsburg, Penn.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thayer, Mrs. Harriet L., Boston.
Thayer, Mrs. Nathaniel, Boston.
Thomas, Mrs. Joseph B., Boston.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Ticknor, Miss A. E., Boston.
Tilden, Miss Edith S., Milton.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Newtonville.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Torrey, Miss A. D., Boston.
Tower, Col. William A., Boston.
Townsend, Miss Sophia T., Boston.
Troup, John E., Providence.
Tuckerman, Mrs. C. S., Boston.
Turner, Miss Abby W., Randolph.
Turner, Miss Alice M., Randolph.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Turner, Mrs. Royal W., Randolph.
Underwood, F. H., Boston.
Underwood, Herbert S., Boston.
Upham, Mrs. George P., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wainwright, Miss R. P., Boston.
Wales, George W., Boston.
Wales, Mrs. George W., Boston.
Wales, Joseph H., Boston.
Wales, Miss Mary Anne, Boston.
Ward, Rev. Julius H., Boston.
Warden, Erskine, Waltham.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Warren, J. G., Providence.
Warren, Mrs. J. Sullivan, Boston.
Warren, Mrs. Wm. W., Boston
Washburn, Rev. Alfred F., South Boston.
Washburn, Hon. J. D., Worcester.
Waters, Edwin F., Boston.
Waterston, Mrs. R. C., Boston.
Watson, Thomas A., Weymouth.
Watson, Mrs. Thomas A., Weymouth.
Webster, Mrs. John G., Boston.
Weeks, A. G., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Boston.
Weld, W. G., Boston.
Wells, Mrs. Elizabeth S., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgeport, Conn.
Wheelock, Miss Lucy, Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, Mrs. Charles T., Boston.
White, G. A., Boston.
White, Joseph A., Framingham.
Whitehead, Miss Mary, West Somerville.
Whitford, George W., Providence.
Whiting, Albert T., Boston.
Whiting, Ebenezer, Boston.
Whitman, Mrs. Sarah W., Boston.
Whitney, Miss Anne, Boston.
Whitney, Edward, Belmont.
Whitney, Henry M., Brookline.
Whitney, Miss Sarah A., Boston.
Whitney, Miss Sarah W., Boston.
Whitten, Mrs. Elizabeth S., Dorchester.
Whitwell, S. Horatio, Boston.
Whitwell, Miss S. L., Boston.
Wigglesworth, Edward, M.D., Boston.

Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Williams, Miss Louise H., Boston.
Wilson, Mrs. Maria Gill, Newton-
ville.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Mrs. John, Stockbridge.
Winthrop, Hon. Robert C., Boston.

Winthrop, Mrs. Thomas L., Boston.
Wolcott, Mrs. J. H., Boston.
Wolcott, Roger, Boston.
Woodruff, Thomas T., Boston.
Woods, Henry, Boston.
Woolf, Benjamin E., Boston.
Worthington, Roland, Roxbury.
Young, Mrs. Benjamin L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS
OF THE
ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 12, 1892.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected : —

President — Samuel Eliot, LL.D.

Vice-President — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

The names of Albert T. Whiting, Harvey N. Shepard, Joseph Edgar Chamberlin, Daniel S. Knowlton, Benjamin E. Woolf, Arlo Bates, Charles Bruen Perkins, Herbert S. Underwood, Miss Lucy Derby, Mrs. Emily M. Morison, of Boston; Mrs. Florence Howe Hall, of Scotch Plains, N. J.; Mrs. Emily Wells Foster, of Hartford, Conn.; and Rev. D. N. Beach, of Cambridge, were afterwards added to the list of the members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to attend the dedication of the new library building and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 5, 1892.

TO THE MEMBERS OF THE CORPORATION.

GENTLEMEN AND LADIES:—We respectfully submit to you, and, through you, to the legislature of this commonwealth, the sixty-first annual report of the institution under our charge, for the year ending Sept. 30, 1892.

All matters relating to the pupils of the kindergarten will be separately treated under that head.

The restored health, which our excellent and beloved director, Michael Anagnos, brought back from Europe two years ago, has stood the test of another year of wise, devoted and efficient labor, with full consecration of all his energies, and with a success surpassing all before. By his unflagging zeal and enterprise, as well as his rare economic instinct in prosecuting new works, he has been building up the institution for the future, till he presents it, as you see, amply provided and equipped with a complete gymnasium, spacious and elegant halls for the library (of about 11,000 volumes, both in raised type for the pupils, and of

general literature for the teachers and for reading to the scholars), and a whole upper floor of two hundred and thirty-eight feet in length and width of twenty-six feet, for the musical department, including about thirty rooms in which piano pupils practise by themselves, with larger rooms for teachers, and a large hall for the band, and musical library. But we are anticipating.

The year has shown unbroken and remarkable success. The attendance has been regular, the school-rooms have been comfortably filled, and much room gained for school-rooms and for dormitories by concentrating the gymnasium, the library and all the music teaching in the new building; a feeling of harmony and willing coöperation has reigned everywhere throughout the establishment; and its various departments have been scenes of earnest work and honorable effort on the part of all connected with it either as teachers, learners, or as workers in the various industrial branches carried on within it.

A great blessing of the past year has been the excellent health of the establishment. There have been no cases of death, and none of severe illness of any kind. Even the ordinary ailments to which children are more or less subject have not been so frequent or so severe as usual. Indeed, we cannot be too thankful that each successive quarterly report of the director has presented a clean bill of health.

The total number of blind persons connected with the institution at the end of the financial year, Sept. 30, 1892, was 210. Of these, 157 were in the parent school at South Boston, 37 in the kindergarten at Jamaica Plain, and 16 in the workshop for adults.

2. THE SCHOOL.

It must be always borne in mind that the Perkins Institution is a school, and not an asylum. Its whole aim and work is educational. All its means and methods, all its systems, all the care and intelligence and efforts of its teachers are concentrated upon that one end, — to educate the blind; to replace in them the loss of sight, by the quickening and the harmonious development of the remaining senses, and of all the faculties, physical, moral, intellectual, ideal and artistic, by such an education, so rounded and complete, so well balanced, that their life shall miss none of its opportunities, that they may be able to compete to fair advantage in the struggle for true life, true happiness and standing in the world. It is a many-sided education. It is a liberal education, in the best sense of that term. It seeks to do justice to the whole nature, — to develop what is in the pupil.

Physical culture is at the foundation. Wholesome diet, clean and orderly habits, regular exercise and physical training on a judicious and progressive system, are required. There is one well-equipped gymnasium for both boys and girls,

with a constant look-out for the most approved new methods, — the new building being furnished with the best machinery for climbing, swinging, strengthening the limbs and muscles in every way, and acquiring freedom and grace of motion. For all this the means and accomplished teachers are provided on a generous and thoughtful scale. Moreover, the Swedish or *Sloyd* system, opening the way from exercise to use, teaching how to handle tools and the practice of mechanic arts (whereby even some of the blind girls have become experts in cabinet making and the putting together of many sorts of boxes), has been an established feature now for several years. Every pupil has some trophies of his skill to show in these arts of workmanship, and equally interesting to observe are their orderly habits in laying away their tools so that they know just where to find them the next time. The fruits of all this wholesome regime and systematic exercise, together with the joy of work, the sense of making things, is seen in the bright, healthful faces, the glowing look of pleasure and the natural and easy carriage of the body.

Such wholesome, harmonious, happy physical development, with the cheering influence of music, mingling more or less with all their exercises, conduces more than is commonly supposed to moral culture and good manners, cheerful ways of mutual service, obedience to teachers, habits of industry,

both physical and mental. An air of self-respect, as well as respect for others, is characteristic of their daily life and doings.

On this twofold foundation, well laid as may be from the outset, neglected at no stage from the earliest, first a sound physique, and secondly a sound *morale*, the intellectual training opens under great advantages. It is practical, teaching the pupil to think for himself, and learn things experimentally. It is not content with teaching either books or things; its first aim is to stimulate, provoke, develop faculties, which are the keys to knowledge. He who learns grammar, or arithmetic, or geography, has acquired just those things, by rote it may be, while his faculties, which should be inquiring, fall asleep in the ruts of habit. He whose mind is aroused and stimulated, holds the keys which command all knowledge as he wants it. Hence lessons are not recited in the parrot way. The meaning is required, and in the simplest terms. In short, it is the kindergarten principle indefinitely extended, carrying the fresh and natural ways of childhood into manhood; charming the pupil onward ever by the glow of discovery, making the old, humdrum lesson new as the things the boy learns in the surprise of play. The field of studies is wide, and it is a perpetual study of the teacher to adapt the teaching to the various individualities of the pupils. Certain branches, as reading, writing and

arithmetic, are important to all, and involved in the common requisitions of our life. But beyond that, every child has certain aptitudes peculiarly his own, and these our system makes it a duty and a pleasure to detect in him and give them food and exercise.

In reading, our pupils use the system of raised letters, as invented and perfected by Dr. Howe. Without repeating the arguments for the superiority of this system over others, let it suffice to say that it has stood the test of daily use for many years, and that now an extensive library of all departments of standard literature has been printed from our press, much of which circulates among the blind throughout the United States. At the same time the children are made familiar with the Braille or point system, which serves them well in writing letters and in taking notes; and which forms their only means of musical notation.

Mathematics is very much a mental process with the blind. They carry figures in their heads, and perform calculations upon large sums, such as most of us would be afraid to handle, while for more difficult work they use ciphering boards. In geography they are obliged to feel their way; and by this very necessity they get a palpable grasp upon countries and places on the map or globe. They have always shown a notable proficiency in picking out, from dissecting maps, countries and cities, mountains and lakes, as they are called for, with

marvellous certainty and dispatch, and describing their distinctive features, physical and topographical, or social and political, naming capitals, industries and historical events. The artistic, convenient maps, with raised features to be felt out, or dissecting maps to be taken apart and put together, — a most instructive exercise, — are the manufacture and the pride of the institution. In all their recitations and their readings, a clear, distinct, well-modulated utterance is required, and in this quality they compare well with seeing pupils. Classes, necessarily smaller, where pupils are found receptive, are formed for higher themes of study, as philosophy, history and ethics, and for the reading, analysis and comparison of poetry. For the study of natural history, they are well supplied with models, and take delight in feeling out, with their own fingers, the distinctive structure and adaptation to wants and uses of the various animals. And they become practically well versed with animal anatomy, as well as human.

Music has been cultivated with the wonted love and enthusiasm, and with even more success, under the same devoted and excellent teachers, with Mr. Thomas Reeves, himself blind, at their head, now a musician and a teacher of mature experience, assisted by an efficient corps of seeing music-readers. For the blind learn music partly through dictation, having excellent memories, although to a great extent they read it through the Braille nota-

tion. The tuning, regulating, even the repair of pianos, still goes on under the excellent instruction of Mr. J. W. Smith, and the practice of this art finds many of the pupils plentiful employment in private families, as well as in the public schools of the city.

The loss of sight is largely compensated to the blind by the concentration of the sense of hearing. Their perception of musical tone is intensified; they seek and find an absorbing pleasure in it much beyond the average; and the number of music lovers among them is more general than among the seeing class. They find in music a solace and an exhaustless occupation. It, moreover, avails them largely as a means of self-support. Our school sends out every year some good piano teachers, and every year they come nearer to the standard of accomplished musicianship. For the mastery of the violin and other instruments played with a bow, they have not the same inducement, because only rare skill and talent command employment in that field. Yet the last year has shown some fair specimens of violin-playing among our pupils, and it seems to be becoming more an object of interest among them. Naturally the boys turn more to the reed and brass instruments which compose a band, and our band is capable of giving no mean delectation to an audience. It was never in better condition than at present, under the arduous and patient discipline

of Mr. Reeves, who has to teach each part, each player, singly, involving a great exercise of memory. Now, with their new hall, of ample proportions, their proper home, in the new building, they will find sphere and encouragement for practice.

A feature, on which our music school can pique itself, is the degree to which the spirit of John Sebastian Bach permeates and tempers and refines the whole study and practice of the art. Our students of organ-playing, of which we have good examples, make Bach's music their foundation. Our chorus singers love to sing old German chorals in his inimitable four-part setting, at once affording them the most spiritual and beautiful of service music, religious to the very core, and making them conversant with the very best examples of contrapuntal harmony, in which each of the four parts moves with a melody of its own, yet all interwoven into one. Our band, too, plays these chorals, the parts of the harmony being carefully distributed among the characteristic instruments. Moreover, among our younger students in piano-playing, some twenty boys and twenty girls give what they call a "Bach hour" every year, which costs them much instructive preparation, coupled with much true delight, in which each shows how carefully he or she has mastered and can perform some little piece, by no means very simple, — some prelude or fugue from the "Well-tempered Clavichord," some Invention, or Minuet,

or Gavotte, or Sarabande; and they put their souls into them, for they have learned to love them with a love which cannot die out. Here is a germ of the purest art beginning to develop in these young musicians, touching their musical instincts from the first to finer issues. Such culture tells in the formation of a musical taste and character. And, before leaving the subject of musical culture in the school, we may take the opportunity to say that in music, if in nothing else, our post-graduate courses, yet in their infancy, and pleading for means and recognition, are beginning to show fruits. One of our graduates, for whom the invaluable instruction of Professor Baermann was secured, Mr. C. A. W. Howland, has recently returned from three years' study at the conservatory in Munich, bearing the testimony of Rheinberger and other professors there, to his having taken the highest honors in every department of the study, and to the great joy of Mr. Baermann.

We are happy to say that our excellent corps of teachers and officers has been reëngaged, with the exception of Miss Caroline Emery, of the literary department, and Mr. George J. Parker, teacher of vocal music. Miss Emery intends to enter the sanctum of matrimony, and declined a reëlection. Her place has been filled by the appointment of Miss Jessie L. Langworthy, a recent graduate of Smith College at Northampton; and Mr. Parker has been succeeded by Mr. George W. Want.

3. COMMENCEMENT EXERCISES.

These were held as usual in the Tremont Temple, in the afternoon of Tuesday, June 7, 1892, the president of the corporation, Samuel Eliot, LL.D., presiding. The eager and sympathetic audience overflowed the hall, and the interest with which the exercises were followed to the very end has been exceeded on no previous occasion of the kind. It may be said, too, in praise of the spirit and good judgment with which they were planned and carried through, that no one felt them to be over-long. Dr. Eliot, on taking the chair, setting an example of brevity, said: —

Ladies and Gentlemen, Friends of the Blind: — We welcome you to the exercises of this afternoon. They are of the same nature as during the ten years that have passed away since we first assembled within these walls to celebrate the commencement of the institution. This is the eleventh time that we are here, and I dare say it is the eleventh time that many of you are here. At all events, I know that you come here this afternoon full of sympathy for these children; and they will feel, as their exercises go on from one stage to another, the presence of friends and the interest which I am sure you will both feel and express.

The papers of the next day gave vivid descriptions of the exercises in their order, from which we cull the following: —

While the audience was gathering, Henry R. W. Miles, one of the graduating class, played, for an organ prelude, Bach's

great Fugue in G minor. Then the regular programme was opened with the overture to Auber's "Fra Diavolo," played by the school band,—played as everything the children do is done, so exceptionally well as to draw forth the heartiest applause. . . .

Dr. Eliot then presented two young maidens, who gave an illustration of reading by the touch. They were Florence Smith and Margaret McCarthy, pupils of different ages, who read selections suited to their degree of progress.

John Henley, Reuel E. Miller and Thomas Rochford, a trio of young boys, next gave an exercise in botany and zoölogy; standing in front of tables bearing a bean plant in various stages of growth, specimens of sea weed, coral and a stuffed body and portions of the skeleton of an owl, each one, in turn, gave a little object lesson upon the materials at hand, speaking with the clearness and assurance which seeing children often fail to attain.

A duet for alto horns, from Bellini's "Norma," was most acceptably played by Edward D. Bigelow and Henry E. Mozealous.

An exercise in physiology, given by Lizzie Caulfield, Etta Walcott and Katie Dugan, was an exceedingly interesting presentation of the nature of the human nervous system, which they illustrated by wooden tablets bearing representations of the brain, spinal cord, etc., moulded in relief from clay.

The next number was a Sloyd exercise given by Emma Carr, Jennie Foss and Edith Thomas, the latter one of the four scholars who are deaf as well as blind. The first two little carpenters, standing at their benches, showed towel rollers which they had made, and explained how they had set to work with tools and measurements to produce the results. Little Edith's work was a paper-knife, the manufacture of which she explained with her pathetic finger language, which her teacher translated, and then the three small workwomen, with planes and saws and vises, etc., demonstrated in practice what they

had previously explained, afterwards sweeping the shavings off their work benches with brush brooms, and hanging them back in their accustomed places, at which display of womanly neatness an old lady sitting in one of the balconies laughed aloud, to the amusement of all other interested spectators.

The first part was brought very prettily and musically to a close by a chorus for female voices, "Sparrows' Twitter," sung in sweet, clear voices, and with spirit and expression. In part second the little children of the kindergarten led off with a most agreeable surprise; their contribution to the feast will be found under the head of "Kindergarten."

Following these came a quartet for male voices, "Farewell," of which both words and music were composed by Henry R. W. Miles. This was sung by Messrs. Mozealous, Hodsdon, Warburton and Robair, and was followed by the gymnastic and military drill exercise which yearly proves so attractive and even wonderful to the spectators. Henry R. W. Miles gave the valedictory, which was well thought out and clearly presented, and in which he realized that the class of which he is a member is only at the threshold of life, and urged that each do his part to make the world better for his having lived. Toward the end of the exercises the Rev. Andrew P. Peabody, D.D., presented diplomas to the following-named graduates: Edward David Bigelow, Henry Berton Hodsdon and Henry R. Webster Miles. The

presentation was prefaced with the following words of tender sympathy and wise advice and exhortation: —

YOUNG GENTLEMEN:—I perform this office with very great pleasure. I appreciate the intense mental effort that has accompanied your work in order to attain the liberal education with which you go from us. I know that in your case it has been a more intense mental application than is ordinarily required of young men who are preparing to graduate as you do now. You have used your minds thoroughly and faithfully, else you could not be here to receive the honors you receive to-day. Let me beg of you to continue to keep your minds constantly active. Do thoroughly with your whole mind and your whole heart whatever you do. You have not slighted your work in school. Whatever your work may be hereafter, do it well, and consider it utterly worthless unless you do it to the best of your ability. At the same time your minds are so open to a higher vision than that of the bodily eye, that you can see the right; you know the right, you know what your duty is. Never swerve one hair's breadth from what you know and feel to be right; and remember, if you do swerve ever so little, you take a wrong direction, and you will be likely to keep the direction you have once taken; and you know enough of geometry to know that two lines which form a very small angle diverge very rapidly, and if you take the wrong one, though ever so little ways from the right, you will soon find yourself a great way from the right. At times you have had your thoughts directed beyond this life to a higher and better one. You can make your life here as good as the life you look forward to in a higher world. If in the geometry of the Bible and the geometry of all true souls there could be one straight line from earth to heaven, it is the line of right,—right thinking, feeling and doing. And if there were nothing beyond this world,—I be-

lieve there is an eternity beyond, — the right way of getting through this world would be the same.

Take the right way, follow in that line, and your path will be one of constant and unceasing progress through this world and on to eternity.

It is with great pleasure that I present these diplomas, with the earnest greetings of the trustees, and, I am sure, of all the audience present.

May God bless and keep you.

The exercises came to an end with a chorus for all the voices, finely sung, but not so elevated and inspiring a composition as these same singers have on several occasions found so edifying to their audience, — one of those chorals of Bach, for instance, “How brightly shines the morning star!”

4. POST-GRADUATE COURSE.

The trustees desire again to call attention to a need which has been mentioned in previous annual reports; namely, the need for the establishment and endowment of a post-graduate course.

Every year's experience shows that our curriculum should be enlarged and made more complete. Every year there are a number of blind young men and women who need the opportunity for more advanced study, in order that they may be well equipped to enter upon the active duties of life, or fitted for admission to the college or university where they may pursue a higher course of study with seeing classmates. For this purpose we need permanent resources for the employment of com-

petent teachers in music and in literature. The additions made to the boys' music department give sufficient accommodations for this purpose, but a large music hall is needed, with a supply of instruments and other advantages which will enable our pupils to become thorough musicians and good scholars.

The present music hall is too small, being only sufficient to accommodate the inmates, without allowing room for an audience from outside, whose presence would be a stimulus and an encouragement to our musicians. Located in one wing of the boys' department, it is not easily accessible either from the girls' department or from outside. A larger hall directly accessible from the street, with an entrance on one side for the boys and on the other for the girls, would supply a need which the growth of our school makes more and more imperative.

5. BLIND DEAF MUTES.

The interest, which has been awakened by the progress of the four blind and deaf children under instruction, has brought new applications for the admission of others similarly afflicted, which we have been obliged to refuse for lack of accommodations. Experience and thoughtful consideration deepen the conviction that such children should not be taught apart from others, and subjected to interruptions which the visits and special attentions of friends and an interested

public inevitably produce; but that they should be placed in the regular classes, and their education conform in all respects with that of other pupils of the school. Special teachers will still be needful, but their office will become mainly that of interpreter to convey to the minds of the deaf blind the instruction which their classmates are receiving through the ear.

Persons suffering from this triple deprivation have been so few and so widely separated that no provision exists for their education, which, indeed, was considered impossible until Dr. Howe's success with Laura Bridgman demonstrated its practicability. With the increase of population the number of such cases has become considerable, and now the repeated appeals for help for these deeply afflicted ones makes it a duty to consider the establishment of a department for the education of blind deaf mutes.

6. FINANCES.

The report of the treasurer, Mr. Edward Jackson, herewith presented, shows in detail the financial record, which may be summarized as follows:—

Cash on hand Oct. 1, 1891,	\$6,016 37
Total receipts from all sources during the year,	198,831 51
	<hr/>
	\$204,847 88
Total expenditures and investments,	191,653 96
	<hr/>
Balance,	\$13,193 92

The various funds have been managed with great care, and constant prudence has been exercised in all disbursements. The strictest economy has been practised in order to provide for the pressing demands upon the institution. The limitation in the income renders the restriction of the expenditures necessary in many lines where outlays might be made with the highest advantage to the scholars. If the means at our disposal were twice as large as they are, the work which the establishment would be enabled to accomplish would be of the greatest service to the cause of the education of the blind.

7. THE PRINTING OFFICE.

The printing office has been in active operation throughout the year, and has published the following list of books: —

Tennyson's Idylls of the King.

The Sleeping Sentinel, . . . by Chittenden.

Sesame and Lilies, . . . by John Ruskin.

Captain January, . . . by Laura E. Richards.

Black Beauty, . . . by A. Sewell.

Turner's First Reader.

Standard Braille Primer.

Besides completing some musical work commenced the previous year, it has also printed a key to the Braille "Musical Notation," and the following pieces of music: —

Pleasures of May, . . . G. Merkel, Op. 81.

In the Beautiful Month of May, G. Merkel, Op. 25.

Second Valse, . . . Benjamin Godard, Op. 56.

Gavotte Mignonnè, . . . W. Goldner.

8. WORKSHOP FOR ADULTS.

This department has been steadily carried on as heretofore, giving employment to a number of adult blind persons, and the opportunity of learning a useful occupation to others. The need of increased patronage continues to be felt. The character of the work is guaranteed, and the patronage solicited for the benefit of the blind (who have so few industries in which they can compete with the seeing) will therefore be found advantageous to customers even from the business point of view.

9. LIBRARY BUILDING.

The special event of the year has been the completion of the new building for a library, which has long been urgently demanded, and providing increased accommodations for other purposes which the growth of the school requires. The new edifice has been erected on Fourth and H streets, and forms an annex to the main building, with which it is connected by two bridges.

The first story is occupied mainly by a gymnasium ninety-five feet long. It is fitted up with the best appliances for physical exercise, and has a broad gallery extending its entire length. Two dressing-rooms are attached, — one for the girls, the other for the boys. A commodious apartment has been arranged for the Sloyd classes of the girls' department, and the remaining space, which is of easy access from the kitchen, is devoted to storerooms, which have been greatly needed.

The second story consists of three spacious rooms for the library of embossed and ordinary books, with cases and drawers for minerals, stuffed birds and animals, and other specimens for object teaching; and a smaller fire-proof room for the preservation of valuable books and documents.

The upper story is appropriated to the music department, and contains a spacious apartment for a musical library and for band practice; a large teaching room and three smaller ones; a tuning shop provided with cases and drawers for models and tools, a workbench and other conveniences; and thirty-three small music and tuning rooms.

This is the modest, brief description furnished by the director of what he calls the "Library Building," planned by himself and Mr. Dennis A. Reardon, and erected under their immediate superintendence during the past year. It is of brick, of three stories, two hundred and thirty-eight feet long, running behind the whole length of the main building, with a spacious L on H street, and connected with the main building by two bridges of easy access and gentle slope. The work has all been done in a solid and thorough manner, and the internal fixtures put in, all at the surprisingly moderate cost, showing a true Greek economy, of about \$41,000. The three departments, gymnasium, library and music school, occupying the first, second and third floors respectively, now complete so far as rooms are concerned, amply and even elegantly equipped for use, are a feast to the eye of the visitor, as well as a comfort and a home to teachers and pupils in these branches.

The “three spacious rooms” of the library are really halls, ample, convenient and æsthetic. One of them, the largest, of open area, affords room for considerable gatherings, lectures, readings, meetings, etc., as it will show this afternoon, when it will be used for the dedication of the new building. Another is beautifully set with cases in black walnut, filled with books, not only the large collection of embossed books for the pupils, but well-bound volumes in the ordinary type for teachers and for reading to the pupils, forming a rich and choice collection of standard literature. Here poetry, history, science, fiction, have each their proper cases. It was a surprise how many books had accumulated under the vigilant forethought of Dr. Howe, and subsequent additions. They had been stowed away in corners, piled upon the floor, hidden in chambers and closets, and almost impossible to find. Now all are arranged in beautiful, convenient order, and each is come-at-ible at once in the right place. And we find we have a really choice and representative library of about eleven thousand volumes; besides the cases and drawers of minerals, stuffed birds and animals, anatomical models and various specimens for object-teaching. And a very solid fire-proof room, small but sufficient, gives a comfortable assurance that the records, archives and valuable documents of the institution are secure.

The provision for the musical department of

instruction and of practice alone challenges equal admiration by its extent and complete equipment for its uses.

Descend to the ground floor, and you will find the gymnasium, which is ninety-five feet in length. It is admirably equipped with all the modern appliances, — at least all the best. A visitor from New York, an expert in gymnastics, waxed enthusiastic on sight of it, and exclaimed: "That is complete, perfect, and could not be better."

The members of the corporation, and the visitors who are present today, will have an opportunity to witness and judge of these new arrangements for themselves.

10. REPAIRS.

A number of necessary repairs and a few alterations have been made during the vacation. On the third floor a portion of the boys' workshop has been partitioned off so as to provide a separate room for Sloyd classes.

The removal of the music department to the new building left the rooms of the west wing of the second story vacant, and but slight changes were needful to fit them for their present use as dormitories. In two rooms, which will be used as a nursery, the old floors have been replaced by hard-wood flooring.

By the ample store-rooms provided in the new building a room in the basement has been vacated,

and this has been converted into a lavatory for the younger boys. The old underpinning of the little boys' entry has been replaced by new, and the four adjacent music rooms have been made into one large apartment.

In the yard the paths and a part of the driveway and little boys' playground have been covered with concrete, and the premises have been made more accessible to the heavy teams which bring supplies, by finishing the driveway to Fourth street with block paving.

In the cottages of the girls' department the walls and wood-work of the first floor have been repainted, the pantries renovated and new skylights supplied.

11. THE MATRON.

Miss Maria C. Moulton, who became matron of the institution in 1853, from the first had Dr. Howe's confidence and was his judicious and faithful coadjutor in his work. She has been of essential service to the present superintendent. Her thoughtful and unfailing kindness has been of unspeakable worth as regards the comfort and happiness of the pupils; and, at the same time, her sympathy and help have been so freely given to her assistants and to the teachers, as to endear her to all who have in any way borne part with her in the administration of the school. She has much more than earned the rest which she is

now taking. Her place could not be easily filled, and we trust that she will return with renewed strength and vigor to the charge from which she received temporary relief by the following vote of the trustees, passed July 1, 1892: —

Voted, That leave of absence for one year, with continuance of salary, be given to the matron of the boys' department, Miss Maria C. Moulton, and that the director be commissioned to assure her of the high esteem and warm regard in which she is held by the trustees, and to convey to her their hearty thanks and the expression of their appreciation of the invaluable services which she has rendered to the institution during the greater part of her beneficent life.

12. MR. AND MRS. BROOKS.

During the past year the institution has sustained a great loss in the death of Francis Brooks, who had been a member of the board of trustees since 1866, and who has been second to no one of his colleagues in valuable services. He gave not only time and money but himself to the work, bestowing upon it his warmest sympathy, his wise counsel, his whole-hearted coöperation in whatever could contribute to its prosperity and usefulness. He was among the foremost friends of the kindergarten, and offered to give it a site on his own grounds in West Medford, — an offer declined solely on account of its distance from the parent institution.

Before the close of the year we lost in Mrs. Brooks an equally kind friend and an assiduous

helper in our work, as she was, like her husband, in every good work within their common sphere of beneficent action. She took a special interest in the kindergarten, opened her apartments to entertainments for its benefit, and gave to it the proceeds of the sale of her charming translation of "Heidi," which still remains a source of income. While performing numerous offices of love for the children under our charge, she established on her own premises a kindred institution for deaf and dumb children of tender years.

After the death of Mr. Brooks, the board of trustees passed the following resolutions: —

Resolved, That in the death of Francis Brooks we mourn the loss of a dear and honored associate and friend, whose large heart was in deep sympathy with the work of the institution, and whose long and faithful service in the many trusts and functions which have fallen to him among the duties of this board, has endeared him to every inmate and manager of the establishment, and made our intercourse with him a sweet memory for all our lives.

Resolved, That we extend to his widow and children our heartfelt sympathy in their loss, which is also ours, assuring them that the memory of the manliness, open-heartedness and generosity of their loved one will be ever cherished by his associates on this board.

Resolved, That the foregoing resolutions be entered upon the records, and that a copy thereof be transmitted to Mrs. Brooks and her family.

13. DEATHS OF MEMBERS OF THE CORPORATION.

Besides Mr. and Mrs. Brooks, the institution has lost during the year, by death, from the list of its corporate members, Waldo Adams, a man

of inflexible integrity and of generous sympathies; Joseph A. Barker, one of the most benevolent and public-spirited citizens of Providence, R. I.; Mrs. Elizabeth B. Bowditch, who prized wealth for its large capacity of usefulness; John A. Brown of Providence, R. I., who made it his happiness to do good; T. O. H. P. Burnham, whose life work in behalf of the lovers of rare and choice literature created funds that will secure for him an enduring name and praise among public benefactors; W. W. Clapp, a public-spirited citizen, a successful journalist and a warm friend of our institution; Rev. Samuel A. Devens, till disabled by illness, a faithful Christian minister; Darius Goff of Pawtucket, R. I., whose ready aid was bestowed on every cause of humanity; Joseph N. Fiske, worthy heir of a high reputation for intelligence and probity; Miss Augusta Glover, who shared with her brother, an honored member of our board, a profound interest in its work; S. H. Green of River Point, R. I., whose loss is deeply felt; Herbert E. Hill of Somerville, a gallant field-officer in the war of the rebellion, and, in later time, distinguished in various official positions and in several departments of philanthropic service; Mrs. Anna A. Ives of Providence, R. I., well known for her philanthropy, as well as for the graces and virtues that leave a fragrant memory; Patrick Tracy Jackson, the liberal-minded and large-hearted merchant; Edward W. Kinsley, who

left the memory of a kind heart and a useful life; William H. Long; Mrs. Caroline Merriam, noted for her benevolence, especially to the blind; George Owen of Providence, R. I.; Henry G. Parker, an enterprising editor, whose columns were open to appeals in behalf of any and every cause of suffering humanity; Mrs. Sarah Potter of Providence, R. I., a friend and helper of the blind; Mrs. John Simpkins, full of good works, and especially thoughtful for the well-being and well-doing of the inmates of our kindergarten; Mrs. Robert C. Winthrop, whose wise counsel and extended influence largely enhanced the worth of her open-handed charity; and Miss Susan Weld, nowhere more beloved than among those whose want, privation and suffering it was her happiness to relieve.

All which is respectfully submitted by

EDWARD BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

DEDICATION OF THE NEW LIBRARY BUILDING.

After the annual meeting of the corporation, on the afternoon of Wednesday, October 12, the members were invited to one of the halls of the new library, where simple dedicatory exercises were held.

Dr. Eliot, in a brief and informal opening address, spoke of the many times of late, in which they had been summoned to celebrations at the kindergarten, the child of this school, and now they were assembled to share the enjoyment of the parent institution in dedicating this new library, which forms a very important branch of the establishment. And in this celebration he felt that they were also commemorating the four hundredth anniversary of the discovery of America, for the exact date was October 12, instead of October 21, which has been accepted as "Columbus Day." When a boy of fifteen years he first became acquainted with Dr. Howe and this noble work in which he was then engaged. From that time he had felt a deep interest in the success of the institution, and it was a great pleasure to be present at these exercises.

A concerto, played by H. R. W. Miles, was followed by the reading of a selection from Ruskin, by Lizzie Caulfield; and "The Hero," — Whittier's tribute to the brave, chivalrous and philanthropic character of Dr. Howe, — by Matilda J. Boyle.

Then came a duet for the cornet and clarinet, played by H. R. W. Miles and J. Walsh.

In his essay upon "The New Library," Henry Mozealous considered it as a teacher that "supplies us with information and makes us acquainted with the wonders of creation," and "with this knowledge of the world of nature and the world of thought, we ought to be well equipped to enter upon our work in the world of man." Regarding its sources of instruction with closer attention, he says of the books: "Rows upon rows of them, seeming dark and silent until we open them, and then how different! Each volume has some new thought or lesson to disclose." Passing from the library of books, with its treasures of enjoyment for the children and of interest and delight to the student and scientist, he next considered the museum, with its collection of animals and its specimens of woods, vegetables, flowers and fruits, of rocks and metals, and of models for the study of anatomy and physiology. Here, in a single sentence, he unconsciously revealed the necessity to the blind of the object teaching thus afforded, and its mental and spiritual value: "As we walk

among the wonderful products of nature, we feel the sublime presence of our maker and an impression comes over us that God was never so near as he is among the manifestations of his power and love." The essay closed with the hope that the pupils may never show themselves unworthy of the great gift, but put it to the best use, "realizing that increased opportunities bring increased responsibilities."

A glee, Mendelssohn's "Students' Song," was sung by the boys; and a class of little girls gave a pleasing exercise on fruits and vertebrates, in which Edith Thomas took an equal share with her classmates. Pinsuti's "Three Charms of Life" was rendered by a choir of girls, and the following essay was then read by Mary H. Hoisington:—

A GREAT NEED SUPPLIED.

It is with hearts full of gratitude that we, as a school, greet this dedication day, and rejoice in the sunshine it brings. It is indeed a day of promise, which opens for each one of us the portals of a larger, richer life. In this new building a long-cherished wish has found a most beautiful fulfilment,—a dream has become a reality. This completed structure stands as an illustration of the noble aims of the education of today. Its gymnasium, Sloyd room, library and music rooms, provide for the symmetrical development of the body, mind, and soul.

As the health and strength of the mind must ever depend upon the health and vigor of the body, it seems most appropriate that the gymnasium should form a part of the solid foundation of this building, and thus strengthen and support

the library ; and that, still higher, in the music rooms, the more ethereal part of our nature should find expression.

It is only when we contrast the present with the past, a rich supply with a great need, that we fully appreciate the blessing which is ours today. Our gymnasium lacks nothing which nature and modern science can contribute toward the attainment of health, which is the object of all physical culture. First in importance is the sunshine, which nature here bestows in lavish measure, to which is added the blessing of free space and apparatus sufficient to meet the demand of latest theories concerning the harmonious development of the physical organism.

The dressing-rooms, which join the gymnasium, are an improvement, which we would not forget to mention in contrasting a past need with a present supply.

I am sure that all those girls who formerly studied Sloyd in a basement room, which had to do duty for four or five rooms instead of one, would gladly testify of their comfort and pleasure in a new Sloyd room, which is so perfectly adapted to the purpose for which it was designed.

The dearest spot in all the building, to most of us, I think, is the library, and how great was our need of it ! The old library rooms had become so crowded that many of the books were unavailable for common use, and when new books came to our institution from distant printing-presses they could not be unpacked because there was no library space for them, while a place for new books from our own press could be secured only by the stowing away of older ones. We had therefore reached the point where a new library seemed imperative.

For us, who are fond of reading, it used to be hard indeed to know that there were books in print which we could not enjoy, and that even some of our old friends, with whom we would like to have a chat, were quite inaccessible.

Now, as we enter the library our book friends are all around us, ready, and waiting our choice, any one of them to be had

for the asking, and there is none of the old delay in searching for them.

We know that all of our books have been most carefully selected, and that the library is thus a treasury of some of the choicest productions of the literary world. Such books as these cannot fail to be teachers as well as friends, and to make our lives better and richer for having read them.

One of the strongest desires in the heart of the founder of this institution was, that the pupils should have a library of easy access, where the best books could be freely obtained at any time. Now we feel that in the wealth of the present resources of the library his noble wish has found fulfilment.

The room adjoining the library, which is devoted to the interests of science, is deserving of special mention. The fine models and specimens which it contains are of greatest service to us in making the path of scientific knowledge a smooth and pleasant one.

And now, what shall we say in acknowledgment of all that has been done for us in the erection of this new building, so complete in every part? In behalf of the whole school, I would offer to our director, trustees, the members of the corporation, and all who have so kindly aided in the work which is here represented, a deep and sincere expression of loving gratitude and appreciation.

The brief and appropriate words of Rev. A. P. Peabody were followed by selections from Bach and Heinecke, given by the brass band, which ended the exercises.

THE BRAIN OF LAURA BRIDGMAN.

In the fifty-ninth report of this institution was published an abstract of a paper by Henry H. Donaldson, Ph.D., entitled "Anatomical observa-

tions on the brain and several sense-organs of the blind deaf-mute, Laura Dewey Bridgman." A second paper, recording the results of further study, has been published by Dr. Donaldson in the "American Journal of Psychology," from which he has kindly furnished the following abstract for this report: —

The examination of the thickness of the cerebral cortex may be summarized as follows :

1. General.

1. No final figures can be given for the average thickness of the fresh normal cortex. The various investigators differ widely in their results. My own results agree most closely with those of Jensen.

2. Persons with an acquired defect of the central nervous system have a thinner cortex than normal persons.

3. Females have a slightly thinner cortex than males. Difference less than one per cent.

4. The right hemisphere (normally) has a cortex slightly less thick than the left. Maximum difference seven per cent.

2. Special.

1. The cortex of Laura Bridgman was abnormally thin, having but eighty-nine per cent. of the thickness of that of the controls. If we suppose that in its other dimensions the cortex was similarly reduced in development, i.e., by eleven per cent. in each linear measurement, then its normal extent might have been 246,808 sq. mm., instead of 200,202.5 sq. mm., as found. This estimate is similar to some of those made by the Italian observers, Calori and De Regibus.

2. The right hemisphere had on the average the thinner cortex, especially to be associated with the defective visual area.

3. The thinning in the motor areas was not so well marked as in the areas for the defective senses.
4. The cortex of motor speech centre was not thin.
5. The cortex of the area for dermal sensations was well developed.
6. The auditory areas on both sides and visual area on right side were remarkably thin.
7. The area for taste and smell was thin. This is associated with the generally undeveloped state of the temporal lobe.

3. *Histological.*

1. The cortex of Laura Bridgman contained an abnormally small number of large nerve cells — *i.e.*, cells 12 μ or more in transverse basal diameter.
2. There were fewer nerve cells in the samples from the right than in those from the left hemisphere.
3. The deficiency of nerve cells was not so well marked in the motor as in the sensory areas.
4. In the centre for motor speech the number of nerve cells was abnormally small.
5. The number of nerve cells was very small in the auditory areas, both sides, and in the visual area on the right side.
6. Some diminution in the number of cells existed in the area for taste and smell. The region was generally undeveloped.
7. The small number of cells was associated with small size of the largest cells.

The persistence of vision, though in a very defective form, was of great importance to the full development of the visual cortex, *e.g.*, right eye and left visual area, in Laura.

The examination of the olfactory mucous membrane led Dr. Getchell to the following results:—

1. The ethmoid bone and the mucous membrane covering it has suffered from inflammatory disease, which partially affected the left side.
2. This disease resulted in an excessive

production of connective tissue, and in one area, the left superior meatus, there had been formed a fibrous tumor. The epithelium was generally and considerably diseased. The nerves contained an excess of connective tissue, but were otherwise normal. 3. When two years old Laura had scarlet-fever, which left her anosmic and with severe nasal catarrh. She partially recovered from both these conditions. 4. The anosmia was due to the occlusion of the left olfactory area by the union of the mucous membrane of the septum with that of the superior turbinated body, and also to the action of the inflamed mucous membrane upon the nerves of the right olfactory region. Partial recovery resulted from subsidence of this inflammation.

Dr. W. S. Bryant made the examination of the petrous bones. He states that nothing pathological could be definitely made out in either the cochleas or semi-circular canals. As the original preservation of the specimens had been in Müller's fluid only, they were not in the best condition for a fine histological examination.

As the case stands, the inflammation of the middle ear was the occasion of the deafness. The authorities on the subject state that absolute deafness does not follow disease of the middle ear alone. Therefore there is something here to be explained by further investigation.

The examination of the cranial nerves ("The size of several cranial nerves in man, as indicated by the areas of their cross sections," reprinted by the "American Journal of Psychology," Vol. IV., No. 2, December, 1891, pp. 224-229) showed that the olfactory bulbs and tracts are small; that the optic nerves—especially the left optic—are very small; and that the third nerves are normal in size.

Taking advantage of the fact that the thickness of the cortex in the occipital region was different on the two sides of the brain, a study of the extent of the thin cortex on the right side was made, with the purpose of defining the extent of the visual

area (on the extent of the visual cortex in man, as deduced from the study of Laura Bridgman's brain, the "American Journal of Psychology," Vol. IV., No. 4, August, 1892).

Without giving the boundaries in technical terms, it can be said that the cuneus, part of the lingual gyrus, the occipital pole and the region of the angular gyrus are all involved, and that the area thus marked out coincides remarkably with that determined by the method of cortical lesions as figured by Gowers, for example.

5. *Conclusion.*

From these fragmentary observations, which leave so many points connected with this special case still undecided, it will be advantageous to construct some sort of general picture.

The anatomical condition was that of a normal brain, in which the olfactory bulbs and nerves, the optic nerves, the auditory nerves, and possibly the glossopharyngeal, had all been more or less destroyed at their peripheral ends. This destruction caused a degeneration, most marked in the optic nerves, which extended towards the centres and involved them indirectly. This condition has left its mark more or less plainly on the whole brain, as indicated by the extent and thickness of the cerebral cortex, and especially by the cortex connected with these deficient sensory nerves. The physiological effect of the peripheral lesions, as I conceive it, was to retard growth in the centres, cortical and subcortical, which were thus involved, and also to interfere with, if not entirely prevent, the formation of some of the association tracts.

To be sure, this case represents a maximum loss in these defective senses with a minimum amount of central disturbance, thus offering the very best sort of opportunity for education by way of the surviving senses. At the same time, we must imagine the hemispheres to have been traversed in every direction by partly or completely closed pathways. The brain was simpler than that of a normal person, and Laura was shut off from those cross references between her several senses,

which usually so facilitate the acquisition of information and the process of thought. Mental association was for her limited to various phases of the dermal sensations and the minor and imperfect senses of taste and smell. Yet, from their fundamental and protean character, the dermal senses are perhaps the only ones on which alone the intellect could have lived. We are thus brought back to Sanford's conclusion, as derived from the study of her writings: "She was eccentric, not defective. She lacked certain data of thought, but not in a very marked way, the power to use what data she had."

One word more upon the cortex. The deficiency in the motor speech centre is mainly macroscopic, as far as the third frontal gyrus is concerned. The motor centre there has lost some, but not all, of its associative connections. Histologically it was slightly deficient. The lesion there was so different from that of the sensory centres that a histological difference ought not, perhaps, to be surprising. The cortex of the sensory centres was not sunken below the surrounding level, though the gyri were slender and flattened. Possibly in this sinking in a motor area and the absence of the same in the sensory areas we have a suggestive difference in the reaction of the several portions of the cortex.

Finally, the deficiency was not so very great, even in those areas where it was most marked; and the question arises as to what sort of occupation the cells in those areas had, which would thus justify their prolonged existence. If they were thrown entirely out of function, it is not easy to see how they could last so well for nearly sixty years. In some way, then, they may have taken a slight part in the cerebral activity, but it was so slight that their specific reactions did not rise into consciousness; for, though Laura had some light perception up to her eighth year, she apparently had no visual memories, whereas those who have retained full vision up to four and a half or five years of age, and then become blind, do usually remember in terms of vision.

LIST OF PUPILS.

Bannon, Alice M.	Lord, Amadée.
Barrows, Estella E.	Lowe, Daisy L.
Boyle, Matilda J.	McCarthy, Margaret E.
Brecker, Virginia R.	Morgan, Clara.
Brodie, Mary.	Morse, Maria T.
Brown, Grace L.	Murphy, Maria J.
Carr, Emma L.	Murtha, Mary Ann.
Case, Laura B.	Neff, Calla A.
Caulfield, Elizabeth E.	Nickles, Harriet A.
Clark, M. Eva.	Noble, Annie K.
Delesdernier, Corinne.	Norris, Hattie E.
DeLong, Mabel.	Ousley, Emma.
Dover, Isabella.	Park, Mary S.
Duggan, Katie J.	Perry, Ellen.
Emory, Gertrude E.	Ramsdell, Harriet M.
Eylward, Josephine.	Reed, Nellie Edna.
Flaherty, Margaret.	Rich, Lottie B.
Fogarty, Margaret M.	Ricker, Annie S.
Foss, Jennie.	Risser, Mary A.
French, Mattie E.	Rock, Ellen L.
Higgins, Mary L.	Roeske, Julia M. B.
Hoisington, Mary H.	Smith, Florence G.
Howard, Lily B.	Snow, Alberta M.
Joslyn, Edna A.	Snow, Grace Ella.
Keller, Helen A.	Thomas, Edith M.
Kent, Bessie Eva.	Tierney, Mary E.
Keyes, Teresa J.	Tisdale, Mattie G.
Knowlton, Etta F.	Tomlinson, Sarah E.

Walcott, Etta A.	Harmon, Everett M.
Warrener, Louisa.	Heath, William Edward.
Welfoot, Florence E.	Henley, John.
West, Rose A.	Hill, Henry.
Wilbur, Carrie M.	Hogan, George H.
Wilson, Eva C.	Ingalls, Jesse A.
Andrews, Wallace E.	Irving, Frederick.
Baker, Frank G.	Jackson, Clarence A.
Backman, J. Victor.	Jennings, Harry A.
Beckman, J. Arthur.	Kenyon, Harry C.
Black, Charles.	Kerner, Isaac.
Bond, Samuel C.	Lamar, Charles.
Bond, William H.	Lester, James.
Brinn, Frederick C.	Leutz, Theodore C.
Burke, Henry G.	Lynch, William.
Burnham, John N.	Madsen, John.
Campbell, Joseph G.	Mannix, Lawrence P.
Carney, Frederick.	McCarthy, Daniel.
Clare, John J.	Meagher, William H.
Clark, Frank A.	Messer, William.
Clark, J. Everett.	Miles, Henry R. W.
Clennan, William T.	Miller, Reuel E.
Cobb, Charles H.	Minor, John F.
Coffey, James.	Mozealous, Harry E.
Corliss, Albert F.	Muldoon, Fred. J.
Davis, James S.	Newton, Wesley E.
Dayton, Reuben G.	O'Brien, Francis J. L.
Devlin, Neil J.	O'Connell, John P.
Dutra, Joseph J.	Pickering, Jesse E.
Ellis, William C.	Putnam, Herbert A.
Farrell, John.	Rasmussen, Peter A.
Forrester, Charles.	Reynolds, Henry L.
Giesler, John H.	Riley, Frank Edward.
Girard, R. George.	Robair, Charles.
Gosselin, Wilfred.	Rochford, Thomas.

Sabins, Weston G.

Sherman, Frank C.

Smalley, Frank H.

Smith, Eugene S.

Strout, Herbert A.

Sullivan, Michael.

Tatiyopa, Edward.

Tracy, Merle Elliott.

Trask, Willis E.

Tucker, Henry R.

Tumblety, Michael.

Walsh, Joseph.

Warburton, John H.

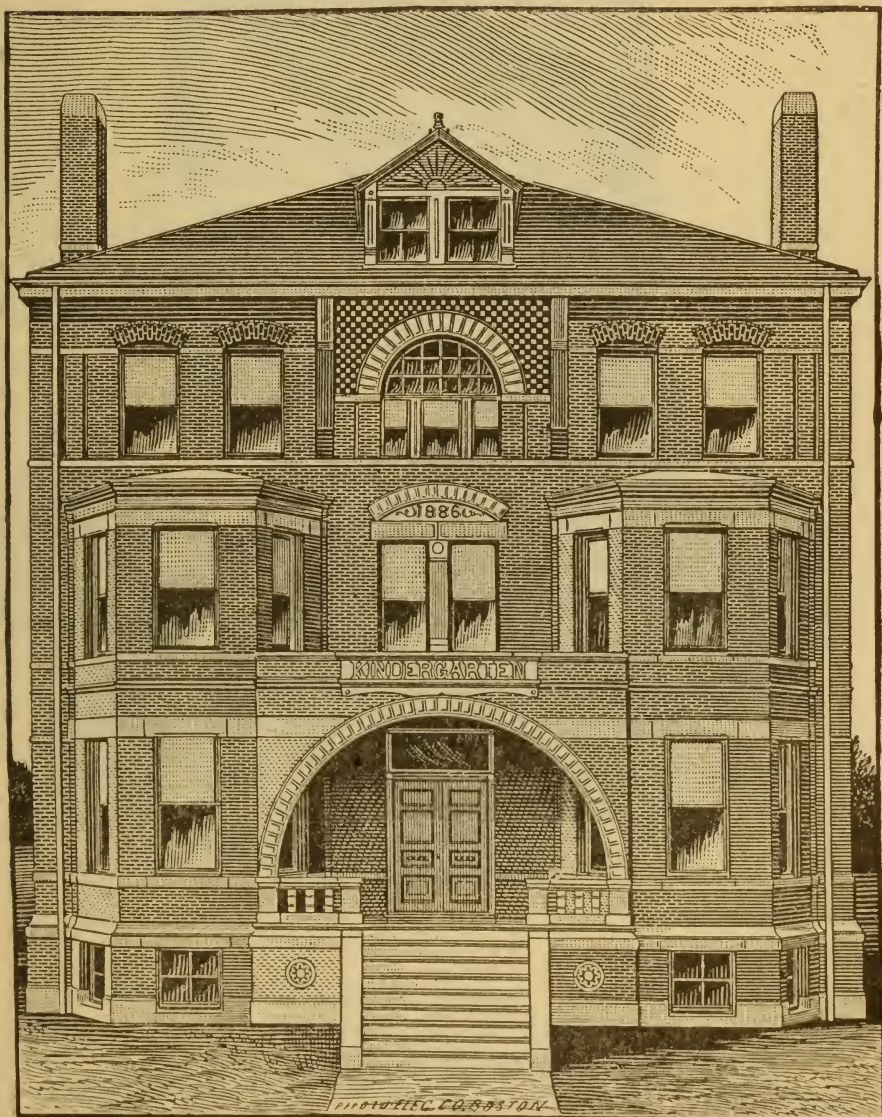
Washington, George.

Weaver, Frank V.

White, Richard.

Wrinn, Owen E.

SIXTH ANNUAL REPORT
OF
THE KINDERGARTEN FOR THE BLIND,
SEPTEMBER 30, 1892.



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1893.



Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1892-93.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

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MISS CLARA T. ENDICOTT.	MISS EDITH ROTCH.
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OFFICERS OF THE KINDERGARTEN.

DIRECTOR.
M. ANAGNOS.

ATTENDING PHYSICIAN,
HENRY W. BROUGHTON, M.D.

MISS ISABEL GREELEY, <i>Matron.</i>	MISS FANNY L. JOHNSON, <i>Kindergartner.</i>
MRS. J. M. HILL, <i>Housekeeper.</i>	MRS. SARAH J. DAVIDSON, “
MISS NETTIE B. VOSE, <i>Assistant.</i>	MISS L. HENRIETTA STRATTON, “
MISS EFFIE J. THAYER, <i>Teacher.</i>	MISS MARY W. ALLEN, “
MISS LAURA A. BROWN, “	MISS C. C. ROESKE, <i>Music Teacher.</i>

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker*.

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President*.

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B PEIRCE,
Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

TO THE MEMBERS OF THE CORPORATION:

GENTLEMEN AND LADIES: — We have the honor to present the sixth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1892.

The kindergarten more and more reveals itself as an essential department of our system. There are capacities of infancy and early childhood, which, if not developed then, cannot afterward be made to do their best work. While thoughts and concrete conceptions can best be memorized at a later period, the memory for words, facts and details, which are to furnish the materials for thought and knowledge, is most receptive and retentive when the child first becomes a subject for instruction, and, if not cultivated then, is apt to be defective and treacherous. Then, too, if with seeing, even more with blind children continuity of method in mental training is of prime importance. The seeing child passes through an unbroken series of classes and schools, from four or five years of age to sixteen, twenty or twenty-five,

each stage being so arranged as to be preparatory to the next succeeding it. But, whatever home training the blind child may have, it bears no relation to that of our parent institution, which he enters with an unfitness that must be overcome before he can derive much positive benefit from its instruction. This is the case even under the most favorable circumstances; much more so in families of straitened means, where educational advantages are entirely out of the question.

There is equal need of the kindergarten on moral grounds. Those only who have been conversant with seminaries of education are aware how early character is so far formed, for good or for evil, as to be impregnable to the strongest influences of an opposite type. Of the boys who are said to be ruined at school or college, almost all leave their homes more than half ruined. At the age when a child can be admitted to our South Boston school, there are already formed habits of mind and feeling, if not of conduct, which need change and yet resist it. In families where everything else is as it should be, a blind boy or girl is almost inevitably indulged to excess, and is thus an unapt subject for our discipline, which — always kind indeed — must be regular and exact, in order to be safely kind. Then there are many homes in which a blind child cannot be sheltered from evil, which may come in through the gates of sense that are unclosed, and which only takes a stronger

hold upon the imagination and the memory because not dissipated by ever fresh and vivid impressions through the sense of sight.

We thus have reason to regard the kindergarten as giving certain presage of a higher grade of scholarship and character in the parent institution, when its classes shall be largely recruited from those who have passed through the preparatory course. We therefore are doubly glad to find that there is an increasing number of applications for admission to the kindergarten, and we trust that the time may not be far distant when this will be regarded as the normal route by which pupils will be expected to pass into the more advanced school. But in saying this we rely upon the munificence of the men and women of Massachusetts, who have never yet failed to meet the demands made upon them by human infirmity and need. We would say emphatically "of Massachusetts," for this is by no means a Boston institution, but has had, as its beneficiaries, fully as large a proportion of the population of the whole state as of that of its metropolis. It should also be remembered that the increase of population in the state has never been so rapid as of late years, and that the needs of our establishment have grown as rapidly, while the funds at our command, with not a few generous donations and bequests and with the most wise and careful investment and management, have not been increased in equal ratio.

CARE AND TRAINING OF THE CHILDREN.

During the past year the kindergarten has been conducted to the entire satisfaction of those who have had its interests specially in charge. It has been a happy home for its inmates. They have had the kindest, most watchful and most judicious care, alike as to their physical well-being and comfort and as to their moral culture ; while the teachers, never otherwise than skilful and faithful, are constantly growing into a more intimate knowledge of the fittest modes of access to minds entirely shut out from the readiest and easiest avenue of knowledge.

An unusual demand has been made upon the executive ability of the matron, and on the time and labor of her associates in the care and instruction of the children, by the crowded condition of the building. Thirty-seven children have been in attendance, though there is properly room for but thirty-two ; yet such has been the vigilant care-taking that there has been no accident or serious discomfort, and the health of the children has been exceptionally good throughout the year.

AN IMPORTANT DEPARTMENT.

The two new deaf, dumb and blind children, Willie Elizabeth Robin and Tommy Stringer, give ample promise of successful training, and the importance of this department of the kinder-

garten's work cannot be overrated. It is a department that properly belongs to the kindergarten, for advantage must be taken of the freshness of the mental powers and of such perceptive faculty as the child has, else their disuse would become permanent disability. Of course only teaching power of the highest order, yet constantly growing by exercise, can penetrate the barriers which exclude such a mind from free intercourse with the outward world and with fellow-beings. At the same time, the results of such teaching are of supreme psychological interest and value, especially in the light which they may cast on the questions raised, but not adequately solved, by a materialistic philosophy.

NEW BUILDINGS.

The rapid increase in the number of applicants who were eager to enter the kindergarten, but could not be admitted for want of room, and the urgency for the immediate removal of most of them from their surroundings, induced the trustees to undertake, early in the year, the erection of a new building similar to the present one. The plans presented by the architects, Messrs. Perkins & Betton, were accepted; but, before making contracts to carry them out, it appeared to us that the fourth story of the new edifice was not the best place for a hall and gymnasium, which we proposed to add thereto at an expense of about

six or seven thousand dollars. Hence, after thorough consideration of the matter, it was decided, by a unanimous vote of the board, instead of having a hall at the top of the house, to erect a portion of what will be the middle section of the central building when the plan is complete. This will afford not only opportunity for exercise, for gatherings, etc., but it will relieve the other houses from the presence of the children at times when it is necessary to throw them open for thorough ventilation. Both buildings will be completed in December. They will be dedicated after Christmas, and will be open to receive new pupils the first of January.

INSUFFICIENCY OF FUNDS.

The total amount of money required for the erection and equipment of these buildings, including what has been previously expended for grading and blasting, is \$72,500. We have had the good fortune to be successful in obtaining, through the appeals of the president of the corporation, Dr. Eliot, and of Hon. Leverett Saltonstall, the sum of \$51,000. The balance of \$21,500 remains to be raised by further contributions.

But it is with sincere regret that we are obliged to state that this is not the end of the wants of the kindergarten. It needs more. As soon as the new building is occupied and a second household is formed equal in size to the first, the cur-

rent expenses will be nearly doubled. Hence the endowment fund must be proportionately increased. About \$30,000 have been given during the past year in donations and legacies for this purpose. Two-thirds of this amount was a most munificent gift from Mrs. Warren B. Potter; \$4,000 was bequeathed by the late Mrs. Lucy A. Dwight of Brookline; \$3,000 by the late Royal W. Turner of Randolph; and \$2,500 by the late Eleanor J. W. Baker of Dorchester. An additional sum of \$70,000 will place the kindergarten on a sound financial basis, and relieve its managers from further anxiety and constant wear and tear in struggling to procure the necessary means for maintenance, and in striving to increase the ordinary sources of income.

For this amount, as well as for the balance which is lacking to complete the building fund, we find ourselves compelled to appeal again to the public in general and to the friends and benefactors of the little blind children in particular, earnestly hoping that our request will find a generous response in the hearts of the men and women of Boston who are noted for their benevolence, and who are ever ready to extend a helping hand to suffering humanity.

THE KINDERGARTEN IN THE COMMENCEMENT EXERCISES.

Part second of the programme of the commencement exercises last June gave an interest-

ing illustration in work and play by the little kindergarten children, called "The Blacksmith." At the same time Dr. Eliot said: —

While these children are going through their preparatory exercise, I have the great pleasure of announcing Hon. Leverett Saltonstall, who has kindly consented to make a plea in behalf of the new kindergarten buildings. Mr. Saltonstall has long been a friend and trustee of this school, and no one can speak with a more perfect knowledge of its wants than he.

PLEA BY HON. LEVERETT SALTONSTALL.

Mr. Saltonstall spoke as follows: —

These children appeal to you far more eloquently than speech of mine, and it would be unbecoming in me to call your attention for one moment from their touching and wonderful work to any subject other than the kindergarten and its condition.

It seems but yesterday when Mr. Anagnos told us of the pressing need of a preparatory or infant school or kindergarten for the blind, which should receive little children, during the tender years of early childhood, when impressions are so easily fixed on them, and should rescue them oftentimes from a condition of poverty and suffering, — even from evil influences, — and place them under the care of devoted teachers, in a bright, happy home. He assured us that they would thus be saved many years of misery, that their faculties would be quickened, their intellect developed during this impressionable age, that they would enter the parent school under far better auspices, and there begin work at a point to which it would take years of patient labor to bring them without this early training. He told us of this great want, and of the vast good such a school would do. In his own earnest words he appealed to the public, and his appeal met with a generous response, in sums large and small. A fine site was selected, amply large for years to come,

upon which to place one or a dozen buildings. The first was erected, which many of you have doubtless seen. This building is fitted for only thirty or at most thirty-two children, but has now thirty-seven crowded into it, — a condition not to be tolerated. Again the appeal went forth, and the brave director again found that his confidence in the generosity of our community was not misplaced. A large sum has been raised, about \$41,000, while \$65,000 will be necessary to erect and equip the new buildings; but, while you were informed last year that there would be eight children to place in the new building, there are now five or six from the present one, and twenty-three new applicants who are deemed worthy of admission, making twenty-eight requiring accommodation. The trustees therefore decided to commence the erecting of the buildings at once, and to depend on the generosity of the people for the balance necessary to pay for it. There is in addition the amount of a previous contract of \$7,500 for grading, blasting and excavating cellars to be raised, for our kindergarten is “founded upon a rock,” a very solid rock, and it cannot fall.

It must not be forgotten that as soon as the new buildings are completed and occupied the endowment fund and the annual subscriptions will have to be increased, so that an adequate income may be received for the support of the new household.

It may be asked, why begin these buildings before the whole amount is raised? But there are, as I have said, twenty-three poor little blind children, beside the five to be taken from the present building, knocking at our doors and begging to be taken in, enough for a new family. Most of these children are now exposed to such unfavorable influences that their speedy removal is imperative.

When you see the rapid unfolding of these dear little sightless, budding souls under the influence of skilful training and devoted kindness; when you think of what these children would have been had they not been rescued from their living grave; when you reflect for a moment on what has been brought to

pass, — the miracle in unsealing the closed senses of an Edith Thomas, of a Helen Keller, that wonderful child, who finds

“Tongues in trees, books in the running brooks,
Sermons in stones, and good in everything,”

and the Christlike work that is being at this time undertaken for those little deaf, dumb and blind children, Tommy Stringer and Willie Robin, and ask yourselves whether you would recall the offerings you have so generously contributed toward this glorious work, is there one who would not exclaim, “rather than do this we would make a big effort to repeat them?”

Our devoted director, whose only thought (and in him it seems an inspiration) is the intellectual advancement and happiness of these sightless children, *has that faith which will remove mountains*, and he has that rare faculty of inspiring others, which goes far toward accomplishing great results; and so, with only two-thirds of the amount requisite to erect the new building, he has persuaded the trustees to consent to begin it, and to believe, with him, that long before it is needed the necessary balance will be subscribed.

If time allowed, I would speak of this most interesting spectacle presented to us by these bright, intelligent pupils of the parent institution, some of whom are about to receive their diplomas and to enter the world. What a change has been wrought in their whole being, what a cloud has been rolled away, and what bright sunshine let in upon them, bringing vigor to mind and body, vitality and grace to their whole nature!

As some one says, “If the Perkins Institution had done nothing more than develop the system by which such a wonderful mind and heart as Helen Keller’s has been rescued from darkness, it would have done, in that alone, a greater work for the world than has been accomplished by many philosophers.”

But, as requested, I must confine myself to the kindergarten, — this sorely needs assistance. Will you not take up the cause

and pass on the word, so that you may strengthen the arm of the director, with his corps of devoted teachers, and bring untold blessings upon the head of many a poor little sightless child now sitting alone in its dark, dreary solitude, ignorant of God, and deprived of all intercourse with his fellow-creatures?

After Mr. Saltonstall finished, the children made their own truly eloquent plea, by their blacksmith songs and spoken descriptions explaining the various objects which they had made so deftly in the few intervening minutes, — bellows, chain, horse-shoes, etc.

Little Willie Robin, the golden-haired little deaf and blind child from Texas, now eight years old, who two years ago knew only two signs, — one for something to eat and one for something to drink, — had modelled an anvil. Her teacher read her fingers to the audience, and when Willie had finished talking with them she spoke with perfect clearness the word “tongs.”

After this exercise the orchestra of baby players gave a “symphony”! composed for them by their music teacher, Miss Roeske, which was enthusiastically re-demanded, and followed by a ripple of amazement and delight all over the audience.

WILLIE ELIZABETH ROBIN AND TOMMY STRINGER.

At this point Dr. Eliot presented two of the children to the audience, and said: —

I want you to see these two children particularly, because they are deaf and dumb as well as blind, and because they

came to us from distant places. They illustrate in a particularly forcible manner the kind and generous and earnest appeal which Mr. Saltonstall has this afternoon made.

This little boy is Tommy Stringer. He would at this moment be in a Pennsylvania almshouse if he were not with us. He came to us more like a little animal than a rational being; but you see that he now appears to as much advantage as any child in the kindergarten.

This little girl is Willie Robin. She comes to us from far-away Texas. We are doing a work for that distant state, yet a part of our country; but, even if beyond our country, it would still be a part of the world in which we live, and still a part of our common humanity.

I am sure you will be interested in seeing these children, and the sight of them will appeal to you in behalf of the kindergarten which cares for them.

All which is respectfully submitted,

EDWARD BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

LIST OF THE CHILDREN.

Almy, Lilian.	Wagner, Alice M.
Colyar, Amy H.	Aberg, George Herman.
Forbush, Vinnie F.	Amadon, Charles H.
Goggin, Mary.	Cunningham, James H. B.
Griffin, Martha.	Dodge, Wilbur F.
Heap, Myra.	Fuller, Albert.
Kennedy, Annie May.	Jacobson, Guy H.
Kennedy, Nellie A.	L'Abbé, Harry.
Matthews, Clara.	Lawton, George.
McKenzie, Maggie.	Levin, Bernard.
Muldoon, Sophia J.	Manion, Lawrence.
Newton, Eldora B.	Martello, Antonio.
O'Neal, Katie.	Rochford, Francis J.
Puffer, Mildred E.	Simpson, Wm. Oren.
Robin, Willie E.	Stringer, Thomas.
Saunders, Emma E.	Vaughn, Wm. M.
Thurley, Blanche M.	Walsh, Frederick V.
Wagner, Grace.	Younge, Wm. Leon.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a general invitation to six operas and to three representations of “The Old Homestead.”

To the Pegon French Opera Company, for twenty-five tickets to each of two representations.

To Miss Agnes Huntington, for a general invitation to the English opera, “Capt. Therese.”

To Mr. Chas. T. Ellis, for fifty-two tickets to an operatic festival.

To the Händel and Haydn Society, through its secretary, Mr. Chas. W. Stone, for sixty-eight tickets to one oratorio concert.

To Mr. Chas. C. Parkyn, for an average of twenty-three tickets to each of three Philharmonic orchestral concerts.

To Mr. Chas. T. Ellis, for forty tickets to one Young People's Popular Concert.

To Messrs. Miles and Thompson, for fifteen tickets to one Molè chamber concert.

To Prof. Carl Baermann, for twenty season tickets to three chamber concerts.

To Mr. L. Parkyn, for thirty tickets to a pianoforte recital by Madam Helen Hopekirk.

To Mr. Ernst Perabo, for six tickets to one concert by the Kneisel Quartette.

To Mr. E. W. Tyler, for thirty tickets to a pianoforte recital by Mr. Carl Stasny.

To the same, for twenty-eight tickets to a pianoforte recital by Mr. Otto Bendix.

To the same, for thirteen tickets to the first and twenty tickets to the second pianoforte recital by Mr. Eugene d'Albert.

To Mr. Henry F. Miller, for fourteen tickets to an *ensemble* concert by Messrs. Doerner and Andres.

To Mr. Ferdinand Dewey, for ten tickets to one pianoforte recital.

To Mr. E. B. Perry, for twelve tickets to one pianoforte recital.

To Miss Gilbraith, for six tickets to a pianoforte recital by Miss Avis Bliven.

To Mr. Chas. T. Ellis, for fifty tickets to two pianoforte recitals by Mr. Eugene d'Albert.

To Miss Ellen Wheelock, for twenty-five tickets to one New England Conservatory orchestral concert.

To Mr. Eliot Hubbard, for thirty-eight tickets to one song recital.

To Mr. Chas. T. Ellis, for fifty tickets to a lecture on the precursors of the pianoforte, given by Mr. Krehbiel.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of sixteen tickets to each of four concerts.

To an unknown friend, for three tickets to one Cecilia concert.

To a friend, for thirty tickets to a concert by Miss Julia Wyman.

To Miss Gertrude Franklin, for sixteen tickets to each of two song recitals.

To Rev. J. J. Lewis, for an invitation to all concerts and other entertainments given in the Broadway Universalist Church.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music-hall of the institution, we are greatly indebted to the following artists : —

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, contralto, Mrs. E. Humphrey Allen, soprano, Mr. C. N. Allen, violinist, and Dr. L. H. Fenderson, reader.

To Mr. George J. Parker, assisted by Miss Bailey, soprano, Mrs. F. A. Flanders, reader, and Miss Agnes Snyder, accompanist.

To Mr. Ernst Perabo, assisted by Mr. Franz Kneisel, violinist, and Mr. Alwin Schroeder, violoncellist.

To Mr. Henry F. Miller and Company, for one *ensemble* concert by Messrs. Doerner and Andrès.

To Miss Agnes Snyder, pianist, assisted by Mrs. Frances Dunton Wood, soprano, Miss Mary How, contralto, Mr. Wulf Fries, violoncellist, and Mr. John Kelley, accompanist.

To Mrs. F. A. Flanders, for one reading.

To Miss Abby Conn, Miss Washburn and Miss Webster, each for one reading.

III. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very

kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	. . .	<i>Boston, Mass.</i>
The Atlantic,	. . . . .	“ “
Boston Home Journal,	. . . . .	“ “
Youth's Companion,	. . . . .	“ “
Our Dumb Animals,	. . . . .	“ “
The Christian Register,	. . . . .	“ “
The Musical Record,	. . . . .	“ “
The Folio,	. . . . .	“ “
Littell's Living Age,	. . . . .	“ “
Zion's Herald,	. . . . .	“ “
The Missionary Herald,	. . . . .	“ “
The Well-Spring,	. . . . .	“ “
The Salem Register,	. . . . .	<i>Salem, Mass.</i>
The Century,	. . . . .	<i>New York, N. Y.</i>
St. Nicholas,	. . . . .	“ “
The Journal of Speculative Philosophy,	. . . . .	“ “
American Annals of the Deaf,	. . . . .	<i>Washington, D. C.</i>
The Etude,	. . . . .	<i>Philadelphia, Pa.</i>
The Silent Worker,	. <i>Inst. for the Deaf-Mutes,</i>	<i>Trenton, N. J.</i>
Church's Musical Journal,	. . . . .	<i>Cincinnati, O.</i>
The Messenger,	. . . . .	<i>Ala. Academy for the Blind.</i>
Tablet,	. . . . .	<i>West Va. Inst. for Deaf-Mutes and Blind.</i>
Good Health,	. . . . .	<i>Battle Creek, Mich.</i>
L'Amico dei Ciechi,	. . . . .	<i>Florence, Italy.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

<i>Kindergarten Account.</i>			
Donations for new building,	\$19,324 82		
Donations for endowment, etc.,	8,524 07		27,848 80
Rents from Jamaica Plain,	\$816 00		
Income from Mary E. Gill fund,	216 25		
Received from Guy Jacobson,	291 00		
“ “ of Tommy Stringer,	700 00		
“ “ of Willie Robin,	350 00		
Donation for Willie Robin,	3 50		
Sale of coal,	8 85		
Sale of reports,	1 00		
Donation, Mrs. Warren B. Potter fund,	20,000 00		
Legacy from Miss Sarah Bradford,	100 00		
“ “ Mrs. Lucy A. Dwight,	4,000 00		
“ “ Mrs. Eleanor J. W. Baker,	2,500 00		
“ “ E. W. Turner,	3,000 00		
Received of State of Maine,	600 00		
“ “ of New Hampshire,	900 00		
“ “ of Connecticut,	900 00		
“ “ of Rhode Island,	900 00		
Unexpended balance,	25 24		35,311 84
INVESTMENTS:			
Collected May mortgage,	\$7,500 00		
Collected money loaned last year,	30,000 00		37,500 00
			\$204,847 88

EDWARD JACKSON, *Treasurer.*

Examined Oct. 12, 1892, and found correct.
HENRY ENDICOTT, *Auditor.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND, for the Year ending Sept. 30, 1892.

RECEIPTS.		EXPENDITURES.	
<i>I. Income.</i>			
State of Massachusetts, appropriation,	\$30,000 00	Bills paid by the treasurer:	\$250 00
" " " account of Edith Thomas,	300 00	Clerk hire,	30 00
" of Maine,	\$3,975 00	Rent of safe,	2 00
" " kindergarten,	600 00	Balch & Rackemann, legal services,	
" of New Hampshire,	4,575 00		\$282 00
" " kindergarten,	\$1,800 00		
" of Vermont,	900 00	Paid by the director:	
" of Connecticut,	\$4,860 00	Maintenance,	\$55,564 59
" " kindergarten,	900 00	New library building,	28,708 16
" of Rhode Island,	\$5,020 00	" " furnishing,	2,683 55
States, towns and individuals, etc.,	900 00	Extraordinary repairs,	3,014 16
" " " kindergarten,		Taxes, insurance and repairs on buildings let:	
		412-416 Fifth street,	\$243 72
		537 Fourth street,	185 43
		541, 543 Fourth street,	408 86
		557, 559 Fourth street,	498 03
		583-589 Fourth street,	416 93
		99, 101 H street,	82 24
		11 Oxford street,	143 55
		8, 10 Hayward place,	870 80
		250, 252 Purchase street,	570 10
		205, 207 Congress street,	893 06
		172-178 Congress street,	544 55
	\$53,823 37	Bills to be refunded,	4,857 27
	2,135 49	Expense of tuning department,	630 05
	201 67	Expense of work department,	979 63
	80 85	Board of blind men,	1,992 86
	7,414 58	Harris beneficiaries,	435 00
	606 48	Unexpended balance of auditors' drafts,	825 00
	216 25		614 33
			100,304 60
		<i>Kindergarten Account.</i>	
		Maintenance,	\$9,597 84
		Expense of property let,	196 85
		Levelling and grading,	7,473 00
		New buildings,	19,763 38
	3,481 88		

"	dividends, Boston & Providence R. R.,	\$225 00					44 17
"	"	575 00					25 24
"	"	280 00					
"	"	438 50					
"	"	1,184 00					\$3,922 41
"	rents, 412-416 Fifth street,	\$1,080 00					44 47
"	"	537 Fourth street,	393 75				
"	"	541, 543 Fourth street,	900 00				\$50,000 00
"	"	557, 559 Fourth street,	1,546 00				13,193 92
"	"	583-589 Fourth street,	2,284 00				
"	"	99, 101 H street,	444 00				
"	"	11 Oxford street,	504 00				
"	"	8, 10 Hayward place,	4,000 00				
"	"	250, 252 Purchase street,	3,850 00				
"	"	205, 207 Congress street,	5,050 00				
"	"	172-178 Congress street,	5,213 33				
"	work department, men's shop,		25,265 08				
"	rents, Jamaica Plain,		2,077 66				
"	sale of books in raised print,		816 00				
"	interest, Howe Memorial,		647 77				
			4 00				
			\$99,478 58				
II. Receipts exclusive of Income.							
General Account.							
Donations, William Montgomery,		\$15 00					
"	Miss Pearson,	25 00					
"	F. H. Peabody,	50 00					
"	Miss Jane F. Dow,	25 00					
"	Miss Ellen M. Jones,	25 00					
"	Mrs. S. K. Burgess,	50 00					
"	Cash,	3 00					
			193 00				
Kindergarten Account.							
Donations, Mrs. Warren B. Potter,		\$20,000 00					
"	endowment fund,	6,168 57					
"	annual subscriptions through Ladies' Auxiliary,	1,959 50					
"	contributions for current expenses,	396 00					
"	for new building,	19,324 82					
			47,848 89				
			\$147,520 47				
Amounts carried forward,							
							\$204,847 88

GENERAL STATEMENT OF RECEIPTS, ETC. — Concluded.

<i>Amounts brought forward, . . . . .</i>	.	.	.	.	.	\$147,520 47		\$204,847 88
<i>Printing Account.</i>								
Donations, Miss Eliza Howes, to print "The Sleeping Sentinel,"					\$27 00			
" a friend,					1,060 00			
<i>General Account.</i>								
Legacy, Mrs. Eleanor J. W. Baker,						1,027 00		
<i>Kindergarten Account.</i>								
Legacies, Miss Sarah Bradford,					\$100 00			
" Mrs. Eleanor J. W. Baker,					2,500 00			
" Mrs. Lucy A. Dwight,					4,000 00			
" Royal W. Turner,					3,000 00			
Collected mortgage,					\$7,500 00	9,800 00		
Collected loan,					20,000 00			
Cash on hand Oct. 1, 1891,					\$6,016 37	37,500 00		
Unexpended balance of auditors' drafts Oct. 1, 1892,					684 04			
						6,700 41		
						\$204,847 88		\$204,847 88

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 31,063 pounds,	\$2,748 72
Fish, 3,140 pounds,	218 08
Butter, 5,987 pounds,	1,666 04
Rice, sago, etc.,	41 64
Bread, flour, meal, etc.,	1,331 30
Potatoes and other vegetables,	791 08
Fruit, fresh and dried,	396 09
Milk, 31,902 quarts,	1,714 55
Sugar, 9,614 pounds,	372 13
Tea and coffee, 999 pounds,	355 25
Groceries,	1,169 25
Gas and oil,	456 76
Coal and wood,	2,747 55
Sundry articles of consumption,	262 20
Wages and domestic service,	5,185 24
Salaries, superintendence and instruction,	22,713 30
Outside aid,	457 47
Medicines and medical aid,	42 27
Furniture and bedding,	3,480 19
Clothing and mending,	1 87
Expenses of stable,	474 31
Musical instruments,	1,482 41
Boys' shop,	27 45
Books, stationery, etc.,	1,951 34
Construction and repairs,	4,016 39
Taxes and insurance,	1,218 25
Travelling expenses,	103 93
Sundries,	139 53
	<hr/>
	\$55,564 59

KINDERGARTEN DEPARTMENT, STATEMENT, OCT. 1, 1892.

<i>Receipts.</i>		<i>Expenditures.</i>	
Board and tuition, State of Maine,	\$600 00	Maintenance,	\$9,597 84
" " " of New Hampshire,	900 00	Expense on houses let,	196 85
" " " of Connecticut,	900 00	Levelling and grading, etc.,	7,473 00
" " " of Rhode Island,	900 00	New buildings,	19,763 38
" " " of Guy Jacobson,	291 00	Bills to be refunded,	44 17
" " " of Tommy Stringer,	700 00	Invested,	29,000 00
" " " of Willie Robin,	353 50	Cash on hand,	\$66,075 24
Interest, Mary E. Gill fund, . . . . .	.		12,326 12
Rents, Jamaica Plain, . . . . .	.		.
Sundry small items, . . . . .	.		.
Donations: Mrs. Warren B. Potter,	\$20,000 00		.
" " endowment fund,	6,168 57		.
" " annual subscriptions through Ladies' Auxiliary,	1,959 50		.
" " contributions for current expenses,	396 00		.
" " contributions for the new building,	19,324 82		.
Legacies: Miss Sarah Bradford,	\$100 00		.
" " Mrs. Eleanor J. W. Baker,	2,500 00		.
" " Mrs. Lucy A. Dwight,	4,000 00		.
" " R. W. Turner,	3,000 00		.
Income from investments, . . . . .	.		.
Cash, Oct. 1, 1891, . . . . .	.		.
	\$78,401 36		\$78,401 36

WORK DEPARTMENT, OCT. 1, 1892.

STATEMENT.

Amount due Perkins Institution from first date, .	\$45,116	03	
Excess of receipts over expenditures,		84	80
			<u>\$45,031 23</u>
Cash received during the year,	\$18,428	43	
Salaries and wages paid blind people, .	\$4,055	31	
Salaries and wages paid seeing people, .	3,996	90	
Amount paid for rent, repairs, stock and sundries,	10,291	42	
		<u>18,343</u>	63
			<u>\$84 80</u>
Stock on hand Oct. 1, 1891,	\$6,273	99	
Stock on hand Oct. 1, 1892, .	\$2,783	01	
Receivable bills,	3,227	42	
	<u>6,010</u>	43	263 56
Loss,			<u>\$178 76</u>

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1892:—

<i>Real Estate yielding Income.</i>		
Building 8 and 10 Hayward place, .	\$50,000 00	
Building 250 and 252 Purchase street, .	44,000 00	
Building 172-178 Congress street, .	77,000 00	
Building 205 and 207 Congress street, .	59,000 00	
House 11 Oxford street,	8,000 00	
Houses 412, 414, 416 Fifth street, . .	9,900 00	
House 537 Fourth street,	4,800 00	
Houses 541 and 543 Fourth street, . .	9,600 00	
Houses 557 and 559 Fourth street, . .	15,500 00	
Houses 583, 585, 587, 589 Fourth street, .	21,200 00	
Houses 99 and 101 H street,	3,300 00	
		\$302,300 00
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston, . . . . .	. . . . .	288,378 00
Real estate used for school purposes, Jamaica Plain, . . . . .	. . . . .	106,326 00
Unimproved land, South Boston, . .	. . . . .	9,975 00
Mortgage notes, . . . . .	. . . . .	126,000 00
Note on demand, . . . . .	. . . . .	50,000 00
<i>Railroad Stock.</i>		
Boston & Providence R. R., 30 shares, value,	\$5,790 00	
Fitchburg R. R., preferred, 70 shares, value,	6,222 20	
Chicago, Burlington & Quincy R. R., 100 shares, value,	13,708 04	
Boston & Maine R. R., 31 shares, value, .	3,938 96	
Boston & Albany R. R., 148 shares, value, .	29,933 00	
		59,592 20
<i>Railroad Bonds.</i>		
Eastern R. R., one 6% bond, value, . . .	\$1,270 00	
Boston & Lowell R. R., one 5% bond, value,	1,000 00	
Chicago, Burlington & Quincy R. R., 27 4s, value,	26,190 00	
Chicago, Burlington & Northern R. R., 14 5s, value,	14,416 88	
Kansas City, St. Joseph & Council Bluffs R. R., 5 7s, value,	6,375 00	
St. Paul, Minnesota & Manitoba R. R., 10 4s, value,	8,800 00	
<i>Amounts carried forward,</i>	\$58,051 88	\$942,571 20

<i>Amounts brought forward,</i>	\$58,051 88	\$942,571 20
Kansas City, Clinton & Springfield R. R., 3 5s, value,	3,051 25	
Atchison, Topeka & Santa Fé R. R., 13 4s, value,	11,470 50	
Atchison, Topeka & Santa Fé R. R., 5 4s, 2d mortgage,	3,850 00	
		76,423 63
Cash,		13,193 92
Household furniture, South Boston,	\$17,000 00	
Household furniture, Jamaica Plain,	4,500 00	
		21,500 00
Provisions and supplies, South Boston,	\$585 38	
Provisions and supplies, Jamaica Plain,	150 00	
		735 38
Coal, South Boston,	\$2,453 00	
Coal, Jamaica Plain,	565 00	
		3,018 00
<i>Work Department.</i>		
Stock,	\$2,783 01	
Receivable bills,	3,227 42	
		6,010 43
<i>Musical Department.</i>		
One large organ,	\$4,000 00	
Four small organs,	200 00	
Fifty-three pianos,	9,800 00	
Band instruments,	550 00	
Violins,	35 00	
Musical library,	750 00	
		15,335 00
<i>Printing Department.</i>		
Stock and machinery,	\$3,340 00	
Books,	16,079 00	
Electrotype plates,	11,268 00	
		30,687 00
School furniture and apparatus,		9,000 00
Library of books in common print,	\$3,233 00	
Library of books in embossed print,	13,856 00	
		17,089 00
Boys' shop,		91 67
Stable and tools,		690 90
		\$1,136,346 13

The foregoing property represents the following funds and balances, and is answerable for the same :—

INSTITUTION FUNDS.		
General fund of the institution, . . .	\$122,011 97	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
Charlotte B. Richardson legacy, . . .	39,500 00	
John N. Dix legacy,	10,000 00	
Joseph Scholfield legacy,	2,500 00	
Eleanor J. W. Baker legacy,	2,500 00	
		\$276,511 97
Cash in the treasury, . . . . .	.	867 80
PRINTING FUND.		
Capital,	\$108,500 00	
Surplus for building purposes,	34,303 86	
		142,803 86
KINDERGARTEN FUNDS.		
Helen C. Bradlee fund,	\$40,000 00	
Mrs. Geo. W. Wales fund,	10,000 00	
Mrs. Warren B. Potter fund,	20,000 00	
Sidney Bartlett legacy,	10,000 00	
George Downs legacy,	3,000 00	
Mary Williams legacy,	5,000 00	
Elisha T. Loring legacy,	5,000 00	
Ellen M. Gifford legacy,	5,000 00	
Joseph Scholfield legacy,	3,000 00	
Mrs. Eleanor J. W. Baker legacy, . . .	2,500 00	
Mrs. Lucy A. Dwight legacy,	4,000 00	
Royal W. Turner legacy,	3,000 00	
Funds from other donations,	61,944 00	
		172,444 00
Funds for building purposes, . . . . .	.	22,556 00
Cash in treasury, . . . . .	.	12,326 12
Buildings, unimproved real estate and personal property in use of the institution, South Boston, . . . . .	.	397,295 38
Land, buildings and personal property in use of the kindergarten at Jamaica Plain, . . . . .	.	111,541 00
		\$1,136,346 13
Total amount of property belonging to the kindergarten,		
		\$318,867 12
Total amount of property belonging to the institution proper,		
		817,479 01
		\$1,136,346 13

FINANCIAL STATEMENT OF THE KINDERGARTEN,

FOR THE YEAR ENDING SEPT. 30, 1892.

RECEIPTS.

Donations —

Mrs. Warren B. Potter fund, . \$20,000 00

Legacies —

Miss Sarah Bradford, . \$100 00

Mrs. Eleanor J. W. Baker, 2,500 00

Mrs. Lucy A. Dwight, . 4,000 00

Royal W. Turner, . . 3,000 00 9,600 00

\$29,600 00

Endowment fund, . . . \$6,168 57

Annual subscriptions through Ladies'

Auxiliary Aid Society, . . . 1,959 50

Contributions, . . . 396 00

For current expenses, . . .

8,524 07

Donations for new building, . . . 19,324 82

Board and tuition, . . . 4,644 50

Rents, . . . 816 00

Sundry small items, . . . 9 85

Income from investments, . . . 9,643 16

Income from Miss Mary E. Gill's fund, . . 216 25

Cash on hand Oct. 1, 1891, . . . 5,622 71

\$78,401 36

EXPENSES.

Maintenance, . . . \$9,597 84

Levelling and grading, . . . 7,473 00

Expenses on houses let, . . . 196 85

Bills to be refunded, . . . 44 17

New buildings, . . . 19,763 38

Invested, . . . 29,000 00

66,075 24

Balance Oct. 1, 1892, . . . \$12,326 12

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	\$40,000 00
Mrs. Warren B. Potter fund,	20,000 00
Mrs. George W. Wales fund,	10,000 00
Legacies —	
Sidney Bartlett,	10,000 00
George Edward Downs,	3,000 00
Mary Williams,	5,000 00
Elisha T. Loring,	5,000 00
Ellen M. Gifford,	5,000 00
Joseph Scholfield,	3,000 00
Royal W. Turner,	3,000 00
Mrs. Lucy A. Dwight,	4,000 00
Mrs. Eleanor J. W. Baker,	2,500 00
Funds from other donations,	61,944 00
Funds for building purposes,	22,556 00
	<hr/> \$195,000 00
Cash in treasury,	12,326 12
Land, buildings and personal property in use of the Kindergarten at Jamaica Plain,	111,541 00
	<hr/>
Total amount of property belonging to the Kinder- garten,	\$318,867 12

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS

From Sept. 30, 1891, to Oct. 1, 1892.

A friend,	\$500 00
A friend,	20 00
A friend,	2 00
A friend, Beacon street,	50 00
A friend of the little blind children, additional, .	200 00
A friend, First Congregational Unitarian Church, Providence,	100 00
A friend, through Helen Keller,	100 00
A class of young ladies in the Union Church of East Braintree,	15 00
Aspinwall, Mrs. W. H.,	5 00
Atkinson, Mrs. Edward,	20 00
Balfour, Miss Mary D., fifth contribution, . .	10 00
Barnard, James M.,	10 00
Barnard Memorial Kindergarten, through Miss L. H. Symonds,	3 77
Baylies, Mrs. W. C., second contribution, . .	5 00
B., C. A.,	15 00
Bowen, Mrs. E. M.,	20 00
Boyden, Mrs. Charles,	25 00
Brigham, Miss Eleanor W., North Grafton, . .	5 00
Brooks, Mrs. Francis, sale of "Heidi," ninth con- tribution,	35 00
<i>Amount carried forward,</i>	<i>\$1,140 77</i>

<i>Amount brought forward,</i>	\$1,140 77
Cary, Miss A. P., third contribution,	100 00
Cash,	5 00
Children of Barnard Memorial Chapel,	4 31
Charlestown Loyal Temperance Legion,	5 00
Clark, Mrs. Joseph W.,	300 00
Clarke, Mrs. James Freeman, third contribution,	5 00
Crosby, Sumner,	25 00
Cowing, Mrs. Martha W.,	25 00
Curtis, Miss I. P., second contribution,	5 00
Eastman, The Misses, Wellesley,	25 00
Endicott, Miss Mary E., third contribution,	25 00
Eleven children from West Newton,	125 68
Estate of Mrs. Thomas Cole, Salem,	50 00
Fairbanks, Miss C. L., third contribution,	10 00
Farnam, Mrs. Henry, New Haven, third contribu- tion,	50 00
Fay, Miss Lillie,	2 00
Field, Mrs. E. E. V., Milton, annual,	25 00
Field, Mrs. Nancy M., Monson, sixth contribution,	100 00
First Orthodox Congregational Church, Somerville,	2 42
From a friend,	100 00
From a friend to the little blind children,	80 00
Gammell, Mrs. William, Providence, second contri- bution,	100 00
Gore Kindergarten, East Cambridge, Mrs. Berthold's,	5 20
Guild, Mrs. S. E., sixth contribution,	25 00
Hammond, Mrs. George W., annual,	10 00
H. C ,	5 00
H. H.,	25 00
H. H.,	3 00
Higginson, Frederick,	25 00
Houston, William C.,	20 00
<i>Amount carried forward,</i>	\$2,428 38

<i>Amount brought forward,</i>					\$2,428 38
Jackson, Mrs. J. B. S., annual,	.	.	.	.	50 00
Jenks, Miss C. E., eighth contribution,	.	.	.	.	5 00
Jordan, Mrs. Helen L.,	.	.	.	.	5 00
K.,	.	.	.	.	5 00
Kimball, Mrs. M. D., fourth contribution,	.	.	.	.	100 00
Kindergarten at Brighton, Mrs. Rust's,	.	.	.	.	2 03
Kindergarten at Hyde Park, Miss Stevens's,	.	.	.	.	3 00
Kindergarten at Newton Lower Falls, Mrs. Sweet-					
ser's,	.	.	.	.	3 59
King, George A., Washington,	.	.	.	.	4 00
Kramer, Henry C., third contribution,	.	.	.	.	20 00
Ladies of Lynn, through Mrs. Lucy B. Haven,	.	.	.	.	61 00
Lodge, Mrs. Anna C., fourth contribution,	.	.	.	.	100 00
Loring, Mrs. W. Caleb, fourth contribution,	.	.	.	.	50 00
Loud, Mrs. Sarah P.,	.	.	.	.	5 00
Lovering, Mrs. C. T.,	.	.	.	.	5 00
Lyman, Mrs. G. H.,	.	.	.	.	10 00
Lyman, Mrs. George H.,	.	.	.	.	5 00
M.,	.	.	.	.	5 00
Marsh, Miss Sarah L., Hingham,	.	.	.	.	50 00
Meredith, Mrs. Mary E., third contribution,	.	.	.	.	5 00
Morgan, Eustis C., Saco, Maine, third contribution,	.	.	.	.	50 00
Morse, Mrs. Leopold, third contribution,	.	.	.	.	100 00
Minot, Dr. Francis, third contribution,	.	.	.	.	25 00
Neal, George B., Charlestown,	.	.	.	.	20 00
Ober, Louis P., second contribution,	.	.	.	.	10 00
Oliver, Dr. Henry J.,	.	.	.	.	100 00
Parker, Mrs. E. P., second contribution,	.	.	.	.	100 00
Parkinson, Mrs. John, fourth contribution,	.	.	.	.	25 00
Part proceeds of entertainment given at Beacons-					
field Terraces,	.	.	.	.	137 00
Peabody, F. H., third contribution,	.	.	.	.	20 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,509 00

<i>Amount brought forward,</i>	\$3,509 00
P. K.,	50 00
Porteous, Mrs. John,	4 00
Porteous, Miss M. J.,	1 00
Primrose Club, Dorchester, third contribution,	126 25
Proceeds of entertainment at Dudley street Opera House, Roxbury, through Mrs. Call,	41 00
Proceeds of entertainment at the Norfolk House, Roxbury,	35 00
Proceeds of fair held in Ashmont by Ethel Hutchinson, Amy Lang and Lena Nesbit,	113 00
Proceeds of fair held in Dorchester by Florence Warner, Margaret Jackson, Ruth Hayes, Maud Withington and Martha Packard,	50 00
Proceeds of fair held by William Swan and Gordon Rankle,	10 12
Proceeds of fair held at Hull by Eleanor Devonshire and Louise Comey of Dorchester, and Nancy Noyes of Jamaica Plain,	12 12
Proceeds of fair held in Hingham by Alice and Bessie W. Ripley, and Edith and Helen R. Burdett,	20 38
Proceeds of fair held at Hull by the "Rainy Day Club," Marjorie Bouvé, Christel W. Wilkins, Edith A. Kelly, M. Alice Eaton, Marion E. and Lillian Smith, and Edith L. Caverly,	225 00
Proceeds of Greek dance at Mrs. J. A. Beebe's,	252 00
Putnam, Mrs. J. J.,	5 00
Robeson, William R.,	100 00
S.,	10 00
Sabine, Miss Catherine, fifth contribution,	3 00
Schlesinger, B., third contribution,	50 00
S., E. P.,	50 00
Shattuck, Mrs. G. C., third contribution,	10 00
<i>Amount carried forward,</i>	\$4,676 87

<i>Amount brought forward,</i>	\$4,676 87
Shepard, Mrs. Emily E., Brookline,	20 00
Shurtleff Kindergarten, through Mrs. Voorhees,	5 00
Sohier, The Misses,	50 00
Stewart, Mrs. Charles B.,	20 00
Sunday-school of First Church, Boston, annual,	90 34
Stevenson, Miss A. B.,	20 00
Sunday-school class, Miss A. B. L. French's,	5 00
Sunday-school class in Kirk street Church, Lowell,	
Miss Adelaide Ward's,	4 29
Sunday-school class in Shepard Memorial Church,	
Cambridge, Miss Smith's,	2 07
Sunday-school class of eight girls in Union Church,	
Weymouth,	10 00
Thaw, Mrs. William, Pittsburg, Penn.,	50 00
The Ministering Ten of King's Daughters in Cam-	
bridge,	20 00
Thorndike, Mrs. J. H., annual,	100 00
Vose, Miss Caroline C., Milton, second contribution,	10 00
Washburn, Rev. A. F., third contribution,	20 00
Watson, Thomas A., East Braintree, second and	
third contributions,	800 00
Weld, Miss Susan,	100 00
White, C. J., fifth contribution,	25 00
Whitney, Edward, third contribution,	100 00
Whitney, Miss Sarah W., third contribution,	25 00
Willard, Mrs. Ashton R.,	10 00
Wood, Miss C., fourth contribution,	5 00
	<hr/>
	\$6,168 57
The Mrs. Warren B. Potter fund,	20,000 00

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary	
Aid Society, Miss Olga E. Gardner, treasurer <i>pro</i>	
<i>tem</i> ,	\$1,479 50
Cambridge Branch, through Mrs. E. C. Agassiz, .	400 00
Dorchester Branch, through Mrs. Elizabeth S. Whit-	
ten,	80 00
Baker, Mrs. Richard, annual,	50 00
Brown, Miss H. Louise, annual,	5 00
Children of Miss Sampson's private school, Charles-	
town,	6 00
Coolidge, Mrs. J. T., annual,	10 00
D., L. W., and M. M. D., annual,	50 00
First Congregational Unitarian Society, New Bed-	
ford,	50 00
Iasigi, Miss Mary V., annual,	15 00
Lowell, Miss G., annual,	10 00
Lowell, Miss Lucy, annual,	10 00
Meyer, Mrs. George von L., annual,	50 00
Montgomery, William, annual,	15 00
Motley, Mrs. E. Preble,	10 00
Thorndike, Mrs. J. H., annual,	10 00
Wales, Miss M. A., annual,	25 00
Warren, Mrs. J. Sullivan, annual,	20 00
Whitehead, Miss Mary, annual,	10 00
Whitwell, S. H., annual,	25 00
Whitwell, Miss S. L., annual,	25 00

 \$1,959 50

FOR THE NEW BUILDING.

A. B., fourth contribution,	\$100 00
A friend,	1,000 00
A friend of the little blind children, additional, .	20 00
A friend, through A. F. Whiting,	25 00
Amadon, Charles,	1 55
Andrew, Mrs. Emily H., Montana,	10 00
Antonio and Lawrence, Hartford, Conn.,	50
Appleton, Mrs. William, ninth contribution,	1,000 00
Bigelow, Mrs. Caroline T., second contribution, .	100 00
Boston,	1,000 00
Brackett, Miss Mary, Quincy,	20 00
Brooks, Mrs. F. A., third contribution,	100 00
Burnham, Mrs. John A., second contribution, .	100 00
Carter, John W.,	25 00
Cary, Miss Anne P., fourth contribution,	1,500 00
Chapin, Mrs. A. M., Milford, second contribution,	5 00
Chickering, Mrs. S. G.,	1 00
Chickering, Mrs. S. M., Joy Mills, Pa., fourth contribution,	50 00
Children of the Baptist Church, Jamaica Plain, .	4 03
Cook, Mrs. Charles T., Detroit, Mich.,	50 00
Cushing, Thomas, second contribution,	1 00
Dunklee, Mrs. John W.,	50 00
Durant, William, third contribution,	20 00
Egbert, Willie, Marblehead, third contribution, .	10 00
Eliot, Dr. Samuel, sixth contribution,	100 00
Entertainment at Fauntleroy Hall by Ethel Howard and others,	64 50
Fair held by little girls at 28 Mt. Vernon street, .	75 00
Fair held by children at Mrs. D. McIntosh's, Jamaica Plain,	31 45
<i>Amount carried forward,</i>	<i>\$5,464 03</i>

<i>Amount brought forward,</i>	\$5,464 03
Faulkner, Miss,	500 00
Fay, Mrs. Dudley B.,	25 00
Ferris, Mrs. M. C., Brookline, second contribution,	200 00
Ferris, Miss E. M., Brookline,	100 00
Foote, Miss Mary B., Cambridge,	5 00
Friend, A. B. M., second contribution,	1,000 00
Friend, S. M. F., second contribution,	1,000 00
From a friend,	500 00
Fry, Mrs. Charles, second contribution,	100 00
Glover, Joseph B., Albert, and the Misses Glover, annual,	600 00
Goodnow, Mrs. Lucie M., Cambridge, second con- tribution,	25 00
Gunnison, The Misses,	4 00
Hayes's School, Mrs. S. H., second contribution,	310 00
Hogg, Mrs. John,	25 00
Howland, Mrs. O. O.,	25 00
Hutchins, Mrs. Constantine F., fourth contribution,	20 00
Kent, Mrs. Helena M., second contribution,	100 00
Kidder, Mrs. H. P., second contribution,	50 00
Kindergarten at Berkeley Temple, ten children,	10
Kindergarten at Cambridgeport, Mrs. Voorhees's,	5 00
Kindergarten School, Walpole street, Miss Carr's,	7 50
King's Daughters at Newton,	111 00
King's Daughters of the Trinitarian Church, Con- cord,	10 00
Lang, Mrs. B. J., second contribution,	20 00
Lee, Mr. and Mrs. George C.,	500 00
Lee, Col. Henry,	1,000 00
Levin, Bernard,	75
Little children of Miss A. L. Partridge's school, Augusta, Maine, second contribution,	53 00
<i>Amount carried forward,</i>	\$11,760 38

<i>Amount brought forward,</i>	. . . . .	\$11,760 38
Little folks of Miss H. H. Sampson's school,		
Charlestown, twelfth contribution,	. . . . .	8 00
Mackay, Mrs. Frances M., Cambridge, third con-		
tribution,	. . . . .	50 00
Mason, Miss Ida M., sixth contribution,	. . . . .	1,000 00
Morse, Miss Margaret F., third contribution,	. . . . .	5 00
Motley, Edward, fourth contribution,	. . . . .	100 00
Newell, Mrs. M. Abbie, fifth contribution,	. . . . .	50 00
Nickerson, Andrew, second contribution,	. . . . .	25 00
Peabody, Rev. Dr. A. P.,	. . . . .	250 00
Peters, Edward D., fifth contribution,	. . . . .	55 00
Phinney, Mrs. W. D., Brookline,	. . . . .	5 00
Pope, Drs. C. A. and E. F.,	. . . . .	10 00
Powars, Mary A.,	. . . . .	25 00
Primary class in Day street Church,	. . . . .	2 75
Proceeds of Helen Keller's "Tea,"	. . . . .	1,156 00
Proceeds of Doll Show,	. . . . .	277 66
Proceeds of fair held in Milton by the "Junior Ten"		
of the Lend a Hand Club at the home of Edith		
S. Tilden,	. . . . .	315 00
Proceeds of entertainments, February 22, by pupils		
of Perkins Institution,	. . . . .	161 06
Quincy, George Henry, third contribution,	. . . . .	25 00
Richardson, Mrs. T. O., fifth contribution,	. . . . .	200 00
R., S. W.,	. . . . .	25 00
Saltonstall, Henry, second contribution,	. . . . .	1,000 00
Saltonstall, Mrs. Leverett, third contribution,	. . . . .	100 00
Sampson, George, second contribution,	. . . . .	25 00
Sears, David,	. . . . .	250 00
Shaw, H. R.,	. . . . .	5 00
Shuman, Mrs. A.,	. . . . .	5 00
Slafter, Rev. Dr. Edmund F., <i>almoner</i> of L. A.		
Adams,	. . . . .	500 00
<i>Amount carried forward,</i>	. . . . .	\$17,390 85

<i>Amount brought forward,</i>	. . . . .	\$17,390 85
Sunday-school class in Congregational Church, Concord, N. H.,	. . . . .	9 01
Sunday-school class in Eliot Church, Roxbury,	. . . . .	3 86
Sunday-school class in Immanuel Church, Roxbury,	. . . . .	5 00
Sunday-school primary department of Washington street Church, Beverly,	. . . . .	5 25
Thayer, Mrs. Nathaniel, Sr., fourth contribution,	. . . . .	1,000 00
T., A. P.,	. . . . .	10 00
Thomas, Edith,	. . . . .	5 00
Through Mrs. Thomas Mack,	. . . . .	2 50
Through Lindanna Maxfield,	. . . . .	11 35
Tower, Col. W. A.,	. . . . .	100 00
Tuckerman, Mrs. C. S.,	. . . . .	25 00
Upham, Mrs. George P.,	. . . . .	500 00
Wales, George W., annual,	. . . . .	100 00
Walsh, Fred. V., second contribution,	. . . . .	2 00
W., L. H.,	. . . . .	50 00
W., S. L.,	. . . . .	100 00
Whitehead, Miss Mary,	. . . . .	5 00
		<hr/>
		\$19,324 82

The trustees earnestly appeal to the public for further contributions to the amount of \$21,500, which is still lacking to complete the building fund.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer.*

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

A friend,	\$1 00
Anonymous,	10 00
Apple, Mrs.,	5 00
Bartlett, Miss Mary F.,	10 00
Baylies, Mrs. Charlotte W.,	10 00
Brown, Mrs. J. Conklin,	10 00
Brown, Warren,	1 00
Bugbee, Harry H., per Mrs. Charles Chapin,	1 00
Children of Mrs. John C. Phillips,	20 00
Children of the Cook School,	1 94
Children of the Cottage Place Kindergarten,	50
Children of the Florence Kindergarten,	13 17
Corey, J. B.,	5 00
Cowing, Miss Grace, and mother,	25 00
"Dear Cornerers" of the Congregationalist,	30 00
Dickson, Mrs. Sarah M.,	5 20
Eastman, Misses,	10 00
"F.,"	200 00
Fay, Mrs. Joseph S., Jr.,	25 00
Fay, Miss Sarah M.,	25 00
Fernald, Lenora W., in memory of Fannie A. McMullin,	10 00
Forbes, Mrs. John M.,	10 00
Four little girls, Walla Walla, Washington,	26 00
Friend "E.,"	5 00
From an "old lady,"	1 00
From Elsie Williams, Edna Gill, Caroline Rogerson, Charles M. Rogerson, }	4 00
<i>Amount carried forward,</i>	\$464 81

<i>Amount brought forward,</i>	\$464 81
From the Child's Hour fund, sent by "Dewdrops,"	
Royalston, Mass.,	76
Gift,	06
Howe, Mrs. Henry M.,	10 00
Ives, L. T.,	5 00
Jones, Miss E. M.,	5 00
Jones, Winifred C., per Mr. Martin,	1 00
Junior Children's Aid Society, Washington, Pa.,	
per Annie L. Harding,	170 00
Junior department of Park Avenue Congregational	
Sunday-school, Minneapolis,	5 00
Keller, Helen,	5 00
Kindergarten of Miss Stevens, Hyde Park, Mass.,	8 00
Lend-a-Hand Society of the First Congregational	
Church, Ipswich,	3 00
Lesley, Mrs. J. P.,	10 00
Lewisson, Sarah,	20 00
Lewisson, Sarah McCalmont,	20 00
Lodge, Mrs. John E.,	50 00
Maddox, Irene and Fred,	1 00
Marshall, John,	1 00
Matthews, Mrs. A. B.,	50 00
Matthews, Alice,	10 00
Matthews, Annie B.,	10 00
McGonnegle, Robert D.,	5 00
Merritt, E. P.,	25 00
Miscellaneous gifts at Ladies' Reception, April 21,	6 00
Muldoon, Sophia,	5 00
Newell, Mrs. M. Abbie,	75 00
Parker, Thomas R., annual,	1 00
Peyraud, Mademoiselle, annual,	1 00
<i>Amount carried forward,</i>	\$967 63

<i>Amount brought forward,</i>					\$967 63
Primary class, Walnut Avenue Congregational Church, Roxbury,					5 00
Primary department of First Congregational Church of Chelsea, per Mrs. Otis Atwood,					4 04
Primary department of Immanuel Sunday-school, Roxbury,					5 00
Pupils of the kindergarten of Misses Garland and Weston,					17 00
Rust, Mrs. W. A.,					5 00
Saltonstall, Rosamond and John, annual,					20 00
Six little girls in Keene, N. H., through Rev. Charles B. Elder,					62 26
Slafter, Rev. Edmund F.,					50 00
Sunday-school class, Florence, Mass., through Miss Blanche M. Smith,					3 25
Thacher, Miss Elisabeth B.,					12 00
Through A. I. Root, editor of <i>Gleanings in Bee Culture</i> ,					18 90
Through <i>Forest and Stream</i> Publishing Company,					20 00
sent by Mrs. E. A. Walter,			\$10 00		
Mrs. A. J. Wallace,			5 00		
"Mount Royal,"			2 00		
H. B. Donovan,			2 00		
W. Wade,			1 00		
Through Miss Annie S. Harlow,					12 75
Through Miss Lucy Wheelock,					4 60
Through the <i>Montreal Witness</i> ,					55 08
Trowbridge, Miss Elizabeth D.,					3 00
Two little girls of Hingham, Lila Ufford and Alice Lincoln,					5 25
Union Sabbath-school of Harmon, Ill., through Mrs. E. E. Ross,					2 75
<i>Amount carried forward,</i>					\$1,273 51

<i>Amount brought forward,</i>	. . . . .	\$1,273 51
Wales, Mr. and Mrs. George W.,	. . . . .	25 00
Warren, Philips H.,	. . . . .	2 15
Wheeler, Mrs. Nathaniel,	. . . . .	5 00
Wheelock, Miss Lucy,	. . . . .	10 00
Wild, Paul R.,	. . . . .	1 00
Yerxa, Marion,	. . . . .	2 00
Young, Miss Lucy F., and the Unitarian Sunday- school, Groton,	. . . . .	10 00
		<hr/>
		\$1,328 66

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

The Hindergarten for the Blind is located at the corner of Perkins and Bay streets, Jamaica Plain.

The Jamaica Plain horse-cars pass within ten rods of the building.

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	\$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Natural Theology,	1	4 00
Selections from the Works of Swedenborg,*	1	-
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Macaulay's Essays on Milton and Hastings,	1	3 00
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Latin Selections,	1	2 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a reader of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
The Peasant and the Prince,	1	3 00
Washington and his Country,	3	9 00
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Story of Janet's Repentance,	1	3 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00

LIST OF EMBOSSED BOOKS— *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Hawthorne's Tanglewood Tales,	2	\$4 00
Ruskin's Sesame and Lilies,	1	2 50
Scott's Quentin Durward,	2	6 00
Scott's Talisman,	2	6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Stray Chords, by Julia R. Anagnos,	1	2 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies, and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline, and other poems,	1	3 00
Longfellow's Hiawatha,	1	2 50
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Milton's Paradise Regained, and other poems,	1	3 00
Pope's Essay on Man, and other poems,	1	2 50
Scott's Lay of the Last Minstrel, and 37 other poems, .	1	3 00
Shakespeare's Hamlet, and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's Idylls of the King,	1	2 50
Tennyson's In Memoriam, and other poems,	1	3 00
Whittier's Poems,	2	6 00
Wordsworth's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets, per hundred, . . .	—	5 00
Braille Primer,	1	75
Standard Braille Primer,	1	50
Turner's First Reader,	1	40
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Youth's Library, volume 7,	1	⁴⁰ 1 25
Youth's Library, volume 8,	1	1 25
A Christmas Dinner,	1	40
Andersen's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Black Beauty, by A. Sewell,	1	3 00
Captain January and other stories, by Laura E. Richards,	1	1 50
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Little Lord Fauntleroy,	1	3 00
Little Women, by Louisa M. Alcott,	3	—
Lodge's Twelve Popular Tales,	1	2 00
Stories for Little Readers, by Emilie Poulsson,	1	40
The Blind Brother,	1	2 00
The Little Ones' Story Book,	1	40
The Man without a Country, by Rev. E. E. Hale,	1	50
The Queen of the Pirate Isle,	1	40
The Sleeping Sentinel, by Chittenden,	1	25
The Story of a Short Life, by J. H. Ewing,	1	2 00
The Story of Patsy,	1	50
What Katy Did, by Susan Coolidge,	1	2 50
Music.		
A few German Chorals of J. S. Bach,	1	50
Album Leaf, Op: 7, Kerchner,	1	04
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Bargiel's Piano Piece, Op: 32, No. 1,	1	06
Burgmuller's Exercises,	1	75
Chopin's Waltz, Op: 64, No. 1, Theodore Kullak,	1	06
Chopin's Waltz, Op: 34, No. 3, Theodore Kullak,	1	06
Cramer's Piano Studies,	2	1 50
Crystal Fountain Waltz, Op: 25, No. 1, A. C. Blakeslee,	1	04
Dressed for the Ball, Op: 292, Gustav Lange,	1	06
Exercises in Harmony,	1	25
Forty-five Hymn Tunes,	1	50
Gavotte Mignonne, by W. Goldner,	1	05
Golden Stars (Seven easy Dances), L. Streabbog,	1	15
Gurlitt's Studies,	1	75
Heller's Progressive Studies,	1	75
In Rank and File, Op: 249, Gustav Lange,	1	06
In the Beautiful Month of May, by G. Merkel, Op: 25,	1	08
Key to Braille's Musical Notation,	1	50
Let's be Gay Mazurka, Op: 25, No. 3, A. C. Blakeslee,	1	04
Loeschhorn's Progressive Studies,	1	25
May Party Dance, Op: 9, A. C. Blakeslee,	1	06
Musical Characters used by the Seeing,	1	35

LIST OF EMBOSSED BOOKS—*Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Opus 261, Czerny,	1	\$1 00
Peace of Mind (Sextette for brass instruments),	1	25
Playfulness. Op: 292, Gustav Lange,	1	06
Pleasures of May, by G. Merkel, Op: 81,	1	05
Potpourri from the Huguenots (Band),	1	75
Scala's Vocal Exercises,	1	50
Scherzo, Theodore Kullak,	1	04
Schubert's Serenade (Band), A. H. Vaughan,	1	30
Second Valse, by Godard, Op: 56,	1	05
Social Hop Schottische, A. C. Blakeslee,	1	04
The Bridal Rose, — Overture,	1	50
The Color-Guard March,	1	25
The Thrashers, Op: 71, Charles Lyseberg,	1	08
The Little Rose Waltz,	1	25
The Little Huntsmen, Theodore Kullak,	1	04
The Pleasures of Youth (Six Dances), Op: 175, L. Streabbog,	1	15
Twelfth Andante and Waltz, by Charles Bach,	1	10
Twenty-three Select Pieces for Pianoforte,	1	25
Urbach's Prize Piano School,	2	4 00
White Roses, Nos. 1, 2, 5, 6, Op: 276, Theodore Oesten,	1	15

N. B.—The prices given in the above list do not include the cost of postage or expressage.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

- | | | |
|----|---|------------------------|
| 1. | The Hemispheres, | size, 42 by 52 inches. |
| 2. | United States, Mexico and Canada, “ “ “ | |
| 3. | North America, | “ “ “ |
| 4. | South America, | “ “ “ |
| 5. | Europe, | “ “ “ |
| 6. | Asia, | “ “ “ |
| 7. | Africa, | “ “ “ |
| 8. | The World on Mercator's Projection, “ “ “ | |

Each, \$35 ; or the set, \$280.

II. — Dissected Maps.

- | | | |
|----|-------------------------------|------------------------|
| 1. | Eastern Hemisphere, | size, 30 by 36 inches. |
| 2. | Western Hemisphere, | “ “ “ |
| 3. | North America, | “ “ “ |
| 4. | United States, | “ “ “ |
| 5. | South America, | “ “ “ |
| 6. | Europe, | “ “ “ |
| 7. | Asia, | “ “ “ |
| 8. | Africa, | “ “ “ |

Each, \$23 ; or the set, \$184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe, or in this country.

“The New England Journal of Education” says, “They are very strong, present a fine, bright surface, and are an ornament to any school-room.”

III. — *Pin Maps.*

Cushions for pin maps and diagrams, . . . each, \$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated, each, \$3 00
 Ciphering-types, nickel-plated, per hundred, . . . 1 00

WRITING.

Grooved writing-cards, each, \$0 05
 Braille tablets, with metallic bed, . . . “ 1 50

TERMS OF ADMISSION.

“Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted.”—*Extract from the By-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying \$300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the “Secretary of State,” in their respective states, can obtain warrants for free admission.

The sum of \$300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

Persons applying for admission of children must fill out

certain blanks, copies of which will be forwarded to any address on application.

These papers, when properly filled, should be done up together, and forwarded to THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

BY-LAWS, RULES, AND REGULATIONS
OF THE
NEW ENGLAND INSTITUTION
FOR THE
EDUCATION OF THE BLIND,
INCORPORATED 1829.
NOW KNOWN AS THE
PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.

FOURTH EDITION.

Commonwealth of Massachusetts.

In the Year of Our Lord One Thousand Eight Hundred and Twenty-nine.

AN ACT

TO INCORPORATE THE NEW ENGLAND ASYLUM FOR THE BLIND.*

SECTION 1. *Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same,* That Jonathan Phillips, William Prescott, Isaac Parker, William B. Calhoun, Israel Thorndike, Jr., Thomas H. Perkins, William Sullivan, William Parsons, Robert Rantoul, Theodore Sedgwick, Stephen C. Phillips, Richard D. Tucker, John Welles, Samuel T. Armstrong, Thomas Kendall, John Tappan, William Appleton, Samuel A. Eliot, Stephen White, James Savage, Amos Lawrence, Abbott Lawrence, Josiah J. Fiske, George Bond, Edward Brooks, William Thorndike, John Homans, James C. Merrill, Franklin Dexter, John C. Gray, William H. Prescott, Bradford Sumner, Benjamin S. Pickman, John D. Fisher, Isaac L. Hedge, William P. Mason, John Lowell, Jr., Charles M. Owen, Thomas A. Greene, together with such other persons as may be admitted members of the corporation hereinafter created, according to the by-laws thereof, be, and they hereby are, incorporated by the name of the New England Asylum for the Blind, for the purpose of educating blind persons.

SECT. 2. *Be it further enacted,* That the said corporation may take, receive and hold, purchase and possess, any grants and devises of lands and tenements, in fee simple, or otherwise, and any donations, bequests, and subscriptions of money, or other property, to be used for the erection, support, and maintenance of an asylum for blind persons.

* The name was changed to that of the New England Institution for the Education of the Blind. Oct. 3, 1877, "*Voted*, That the Institution shall hereafter be called and known by the name of Perkins Institution and Massachusetts School for the Blind."

SECT. 3. *Be it further enacted*, That the legislature of this Commonwealth, or any committee or officer duly appointed by them for that purpose, may, from time to time, send to the said asylum, for maintenance and education, such blind persons as they may think proper, which persons so sent shall be admitted to all the privileges, and be subject to all the rules and regulations, of the said asylum: *provided*, that the whole number of blind persons so maintained and educated at said asylum, under the authority of the legislature of this Commonwealth, shall at no one time exceed thirty.

SECT. 4. *Be it further enacted*, That the said asylum shall be under the direction and management of twelve trustees, who shall be chosen annually, and shall remain in office until others are chosen and qualified in their stead; four of which trustees shall be chosen by the board of visitors hereinafter mentioned, and the remaining eight by the corporation aforesaid.

SECT. 5. *Be it further enacted*, That the said corporation may, at their first or any subsequent meeting, choose all necessary and convenient officers, who shall have such powers and authorities as the said corporation may think proper to prescribe and grant to them, and shall be elected in such manner and for such periods of time as the by-laws of said corporation may direct. And the said corporation may make and establish such by-laws and regulations for the internal government and economy of said asylum, as they may think proper, provided the same are not repugnant to the laws and Constitution of this Commonwealth.

SECT. 6. *Be it further enacted*, That the governor and lieutenant-governor, the president of the Senate, and speaker of the House of Representatives, with the chaplains of the legislature, for the time being, be, and they hereby are, made and constituted a board of visitors of the said asylum, with authority to visit the same semi-annually, and as much oftener as they may think proper, in order to inspect the establishment, and to examine the by-laws and regulations enacted by said corporation, and generally to see that the object of the said institution is carried into effect.

SECT. 7. *Be it further enacted*, That there shall be paid out of the treasury of this Commonwealth, to the said corporation, for the maintenance and education of each blind person sent to the said asylum under the authority of the legislature, the same

compensation as, by the by-laws of said corporation, may be demanded and is actually received for the maintenance and education of such other blind persons as are at that time residing in said asylum. And the governor of this Commonwealth, for the time being, is hereby authorized, by and with the advice of the council, from time to time to draw his warrant on the treasurer for such sums of money as shall appear, from a certificate under the hands of the four trustees appointed by the board of visitors as aforesaid, to be the true amount then due to the said corporation from the Commonwealth, for the maintenance and education of such persons.*

SECT. 8. *Be it further enacted*, That it shall be lawful for the said corporation, at any general meeting of the members thereof, to alter and change the name of said corporation, and to substitute therefor such other name as they may deem expedient. And upon such change, so as aforesaid made, the said corporation shall have, hold, and enjoy all the powers and privileges given by this act, notwithstanding such alteration and change of name.

SECT. 9. *Be it further enacted*, That Jonathan Phillips is hereby authorized to call the first meeting of said corporation, by causing a notification thereof to be published three weeks successively in any three of the newspapers printed in the city of Boston.

* By a subsequent Act the sum of \$30,000 per annum is appropriated by the State towards the support of the Institution.

ESTABLISHMENT OF THE KINDERGARTEN.

The following addition to the above act was passed by the Legislature, March 15, 1887 : —

Commonwealth of Massachusetts.

In the Year One Thousand Eight Hundred and Eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows : —

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker*.

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President*.

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

BY-LAWS.

ARTICLE I.

The Corporation shall be composed of the persons named in “An Act to incorporate the New England Asylum for the Blind”; of such persons as may be at any legal meeting elected members by ballot; of such persons as have been at any time appointed members in behalf of the State; and also of all such persons as shall pay the sum of twenty-five dollars or upwards.

ARTICLE II.

There shall be an annual meeting of the Corporation on the second Wednesday of October in every year, for the purpose of electing officers of the Institution, at which meeting the following officers shall be chosen by ballot, namely: A President, a Vice-President, eight Trustees, a Treasurer, and a Secretary, to serve until the next annual meeting, and until others are chosen and qualified in their stead: provided, however, that if, from any cause, the officers should not be elected at the annual meeting, they may be elected, or any vacancy filled, at any other meeting regularly notified for the purpose.

ARTICLE III.

Notice of the annual meeting shall be given, by the Secretary, in one or more of the newspapers printed in Boston, at least seven days previous to the day of meeting.

ARTICLE IV.

The President, or, in his absence, the Vice-President, shall preside at all meetings of the Corporation.

ARTICLE V.

The Secretary shall call a special meeting of the Corporation on the requisition of the Board of Trustees, or of any ten members of the Corporation, — notice being given as for the annual meeting.

ARTICLE VI.

It shall be the duty of the Board of Trustees to meet at least as often as once every three months. Three shall form a quorum for ordinary business; but a majority of the whole shall be required for a quorum at any meeting to act upon the transfer of real estate. They shall have power to take any measures which they may deem expedient for encouraging subscriptions, donations, and bequests to the Corporation; to take charge of all the interests and concerns of the Institution; to enter into and bind the Corporation by such compacts and engagements as they may deem advantageous; to appoint a Director who shall have the general supervision of the Institution, and, through him, all necessary officers and assistants, with such compensation as they may deem proper; also a Medical Inspector, with an appropriate salary; to make such rules and regulations for their own government and that of the establishment, and not inconsistent with these By-Laws, as may to them appear reasonable and proper, subject, however, to be altered or annulled by the Corporation. They shall cause a fair record to be kept of all their doings, which shall be laid before the Corporation at every meeting thereof; and at every annual meeting they shall make a report in writing on the Treasurer's accounts, and on the general state of the Institution; comprising a statement of the number of persons received into and discharged from the same, the employment of the pupils, and an inventory of all the real and personal estate of the Corporation.

ARTICLE VII.

It shall be the duty of the Secretary to notify and attend all meetings of the Corporation, and to keep a fair record of their doings. It shall, moreover, be his duty to furnish the Treasurer a copy of all votes of the Corporation or of the Trustees, respecting the payment of moneys by him.

ARTICLE VIII.

It shall be the duty of the Treasurer to receive and have the custody of all moneys and securities belonging to the Corporation, which he shall keep and manage, under the direction of the Trustees. He shall pay no moneys but by their order, or the order of their committee, duly authorized. His books shall be open to the inspection of the Trustees. He shall make up his account on the first day of October, in each year, together with an inventory of all the real and personal estate, and of the debts due to and from the Corporation; and he shall give such bonds for the faithful discharge of his duties, as the Trustees shall, from time to time, require. In case of a temporary absence of the Treasurer, the Trustees shall have power to appoint a substitute *pro tempore*.

ARTICLE IX.

These By-Laws may be altered at any meeting of the Corporation: *provided*, that public notice of an intended change is given one week previous to such meeting, and that two-thirds of the members present approve the alteration.

RULES AND REGULATIONS OF THE TRUSTEES.

A meeting of the Trustees shall be held quarterly.

The presence of three members shall constitute a quorum.

STANDING COMMITTEES.

Some one of the Trustees shall visit the Institution as often as twice in each month, in the capacity of Visiting Committee.

This Committee may examine the state of the Institution; the progress, etc., of the pupils; and receive and examine any reports of the Director.

This Committee may report on the state and condition of the Institution at any quarterly meeting of the Trustees.

In addition to the Visiting Committee, there shall be annually appointed by the Board of Trustees the four following Committees: —

1. A Committee on Education, who shall have in charge the care of the musical instruments belonging to the Institution; the purchase of all books, maps and apparatus; the overseeing of the course of study; the printing of all books published by the Institution; and the general care and oversight of all matters relating to the course of instruction pursued in the establishment.

2. A House Committee, who shall have the care of all repairs, grounds, heating, furniture, and laundry; oversight of housekeeper's department and workshop, and charge in general of the store in the city.

3. A Committee on Finance, who shall have charge of any extraordinary expenses; of making investments; renting the spare room in the city; making applications to the legislature, etc.

4. A Committee on Health, who, with the advice of the Medical Inspector and Director, shall regulate drainage, bathing, diet, exercise, and all matters pertaining to the general health of the pupils; and shall determine the quantity and kinds of exercise to be taken in the gymnasium.

AUDITORS OF ACCOUNTS.

Two of the Trustees shall be appointed annually as Auditors of Accounts, and the Treasurer shall pay no money except upon their order.

DIRECTOR.

The Director shall appoint all Teachers and Assistants, subject to the approval of the committee on Education.

It shall be the duty of the Director to be in daily attendance at the Institution; he shall direct the course of studies to be pursued in the school, with the consent of the Committee on Education; the work to be done in the shop, etc.

He shall cause an account to be kept of the articles made, and of the sale of the same.

He shall lay before the Trustees, at each quarterly meeting, a report of the state of the Institution, and such account to the Visiting Committee as may be required, and shall act as Secretary at the meetings of the Trustees.

He shall cause an account current of the sales and expenditures of the workshop and *salesroom* to be kept, and shall submit the same to the Trustees or Visiting Committee whenever required.

He shall direct a quarterly examination of the pupils, at which any of the Trustees may be present.

He shall prepare the Annual Report of the Institution, to be presented to the Committee on Education for revision, previous to being laid before the Trustees to act thereon.

The teachers, assistants, workmen, and pupils shall be under the immediate direction of the Director; and no orders shall be given to them except through him.

MEDICAL INSPECTOR.

It shall be the duty of the Medical Inspector to visit the Institution at least twice in each week, and to keep a careful su-

pervision of the health of the pupils, their diet, cleanliness, and the general hygienic condition of the buildings and grounds.

ADMISSION OF BENEFICIARIES.

Candidates for admission must be over nine, and under nineteen years of age, and none others shall be admitted.

They should produce certificates of incurable blindness from some respectable physician of regular standing. They must be free from any epileptic or contagious disorder, and from any physical affliction that would render them unfit inmates with others.

They must produce satisfactory evidence of good moral character whenever it is required.

They must be provided with a sufficient stock of decent and comfortable clothing.

The clothing must be renewed by the parents or guardian from time to time as may be necessary; anything more than common mending will not be done at the expense of the Institution.

All the articles of clothing must be marked with the name of the owner, *at full length*.

ADMISSION OF PUPILS NOT BENEFICIARIES.

Any blind persons of proper age and qualifications may be admitted to the Institution, at the discretion of the Director and of the Committee on Education. They shall pay at least twenty-five dollars per month, one quarter in advance, or give sufficient security therefor.

This sum will cover all the expenses of board and ordinary tuition.

INSTRUCTION.

The pupils will be taught reading, writing, arithmetic, algebra, geography, history, physiology, and such other subjects as are taught in the best common schools; beside vocal and instrumental music.

They will be required to observe strictly all the rules and regulations of the Institution.

No one can absent himself from the Institution without the permission of the Director; nor from the school-room, without his consent, or that of the instructor.

The hours for work, for study, and for recreation being established by rule, each pupil will be expected to conform strictly to them.

All will be expected to attend Divine service on the Sabbath ; but each may select his own place of worship, — provided he furnishes himself with a guide.

The Rules and Regulations of the Trustees may be altered by the Trustees at any regular meeting of the Board, provided that notice has been given of the proposed change at the preceding regular meeting, and provided that every member not present at such preceding meeting shall have written notice of the same.

SIXTY-SECOND ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1893.

BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.

1894.

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STATE DEPARTMENT OF REVENUE

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STATE HOUSE, BOSTON

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 16, 1893.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:— I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-second annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

OFFICERS OF THE CORPORATION.

1893-94.

SAMUEL ELIOT, LL.D., *President.*
GEORGE S. HALE, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

LEVERETT SALTONSTALL, *Chairman.*
EDWARD BROOKS.
WILLIAM ENDICOTT, JR.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY MARION HOWE.

EDWARD N. PERKINS.
WILLIAM L. RICHARDSON, M.D.
HENRY STONE.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1894.

January, EDWARD BROOKS.
February, W. ENDICOTT, Jr.
March, J. B. GLOVER.
April, J. T. HEARD.
May, H. M. HOWE.
June, E. N. PERKINS.

1894.

July, W. L. RICHARDSON.
August, L. SALTONSTALL.
September, HENRY STONE.
October, T. F. TEMPLE.
November, S. L. THORNDIKE.
December, G. W. WALES.

Committee on Education.

HENRY STONE.
H. M. HOWE.
EDWARD BROOKS.

House Committee.

E. N. PERKINS.
G. W. WALES.
L. SALTONSTALL.
EDWARD BROOKS.

Committee on Finance.

S. L. THORNDIKE.
W. ENDICOTT, JR.
J. B. GLOVER.
T. F. TEMPLE.

Committee on Health.

J. T. HEARD, M.D.
WM. L. RICHARDSON, M.D.
T. F. TEMPLE.

Auditors of Accounts.

J. T. HEARD, M.D.
S. L. THORNDIKE.

OFFICERS OF THE INSTITUTION.

M. ANAGNOS, *Director.*

JOHN HOMANS, M.D., *Medical Inspector.*

LITERARY DEPARTMENT.

Boys' Section.

GUY G. FURNEL.
Miss MARY HOWARD.
Miss CAROLINE E. McMASTER.
Miss JULIA A. BOYLAN.
Miss JESSICA L. LANGWORTHY.

Girls' Section.

Miss GAZELLA BENNETT.
Miss SARAH M. LILLEY.
Miss FRANCES S. MARRETT.
Miss MABEL TOWNSEND.
Miss JULIA E. BURNHAM.
Miss SARAH M. WALKER.

Miss SARAH ELIZABETH LANE, *Librarian.*

Miss ALICE MAY MARSHALL, *Assistant.*

Miss ELLA FRANCES PROUT, *Clerk.*

DEPARTMENT OF MUSIC.

Boys' Section.

THOMAS REEVES.
Miss FRED A BLACK.
Miss LOUISE LAWTON.
Miss MARY E. BURBECK.
W. LUTHER STOVER.
Miss ALMIRA S. KNAPP, *Reader.*

E. N. LAFRICAIN.
LORENZO WHITE.

Girls' Section.

Miss MARY P. WEBSTER.
Miss MARY E. RILEY.
Miss HARRIET W. BUSTIN.
Miss SARAH H. McGEE.

CARL BAERMANN.
GEORGE W. WANT.
JULIUS AKEROYD.

TUNING DEPARTMENT.

JOEL WEST SMITH, *General Supervisor.*

GEORGE E. HART, *Instructor and Manager.*

DEPARTMENT OF MANUAL TRAINING.

JOHN H. WRIGHT, *Work Master.*
JULIAN H. MABEY, *Assistant.*
THOMAS CARROLL, *Assistant.*

Miss MARY L. SANFORD, *Work Mistress.*
Miss FANNY M. LANGWORTHY, *Ass't.*
Miss FLORA J. McNABB, *Assistant.*

Miss MARY B. KNOWLTON, *Sloyd Teacher.*

DOMESTIC DEPARTMENT.

Steward.

ANTHONY W. BOWDEN.

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. L. S. SMITH.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

Matrons.

Miss MARIA C. MOULTON.
Miss P. N. ANDREWS, *Acting Matron.*
Mrs. SARAH A. STOVER, *Assistant.*

PRINTING DEPARTMENT.

DENNIS A. REARDON, *Manager.*
Mrs. LIZZIE L. TALBOT, *Printer.*

Miss LITA WESTON, *Printer.*
Miss CORA L. LOCKE, *Printer.*

WORKSHOP FOR ADULTS.

EUGENE C. HOWARD, *Manager.*
PLINY MORRILL, *Foreman.*

Miss M. A. DWELLY, *Forewoman.*
Miss ESTELLE M. MENDUM, *Clerk.*

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

-
- | | |
|---------------------------------------|-------------------------------------|
| Abbott, Mrs. Martha T., Cambridge. | Barstow, Amos C., Providence. |
| Adams, John A., Pawtucket, R. I. | Bartlett, Miss Elvira, Boston. |
| Agassiz, Mrs. E. C., Cambridge. | Bartlett, Francis, Boston. |
| Ahl, Mrs. Daniel, Boston. | Bartlett, Miss F., Boston. |
| Alden, Mrs. Sara B., Boston. | Bartlett, Mrs. John, Cambridge. |
| Alger, Rev. William R., Boston. | Bartlett, Mrs. Mary E., Boston. |
| Ames, Oliver, Boston. | Bartlett, Miss Mary F., Boston. |
| Amory, C. W., Boston. | Bartol, Rev. Cyrus A., Boston. |
| Amory, Mrs. William, Boston. | Bartol, Miss Mary, Boston. |
| Anagnos, M., Boston. | Barrows, Rev. S. J., Dorchester. |
| Anderson, Mrs. John F., Boston. | Barrows, Mrs. S. J., Dorchester. |
| Appleton, Mrs. Randolph M., New York. | Bates, Arlo, Boston. |
| Appleton, Mrs. William, Boston. | Baylies, Mrs. Charlotte A., Boston. |
| Appleton, Dr. William, Boston. | Beach, Rev. D. N., Cambridge. |
| Apthorp, William F., Boston. | Beal, James H., Boston. |
| Atkins, Mrs. Elisha, Boston. | Beard, Hon. Alanson W., Boston. |
| Atkinson, Edward, Boston. | Beckwith, Miss A. G., Providence. |
| Austin, Edward, Boston. | Beckwith, Mrs. T., Providence. |
| Aylesworth, H. B., Providence. | Beebe, E. Pierson, Boston. |
| Bacon, Edwin M., Boston. | Beebe, J. Arthur, Boston. |
| Bacon, Mrs. E. P., Boston. | Beebe, Mrs. J. Arthur, Boston. |
| Baker, Mrs. Ezra H., Boston. | Bigelow, Mrs. Prescott, Boston. |
| Baker, Miss M. K., Boston. | Binney, William, Providence. |
| Baker, Mrs. Richard, Jr., Boston. | Black, George N., Boston. |
| Balch, F. V., Boston. | Blake, Mrs. George B., Boston. |
| Baldwin, Simeon E., New Haven, Conn. | Blanchard, G. D. B., Malden. |
| Baldwin, William H., Boston. | Boardman, Miss Cornelia B., Boston. |
| Balfour, Miss Mary D., Charlestown. | Bourn, Hon. A. O., Bristol, R. I. |
| Ballard, Miss E., Boston. | Bouvé, Thomas T., Boston. |
| Barbour, E. D., Boston. | Bowditch, Dr. H. P., Jamaica Plain. |
| Barrett, William E., Boston. | Bowditch, Mrs. J. I., Boston. |
| | Bowker, Charles F., Boston. |
| | Boyden, Mrs. Charles, Boston. |
| | Brackett, Mrs. Henry, Boston. |

- Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, Miss Helen C., Boston.
Brimmer, Hon. Martin, Boston.
Brimmer, Mrs. Martin, Boston.
Brooke, Rev. Stopford W., Boston.
Brooks, Edward, Hyde Park.
Brooks, Rev. Geo. W., Dorchester.
Brooks, Peter C., Boston.
Brooks, Mrs. Peter C., Boston.
Brooks, Shepherd, Boston.
Brown, B. F., Boston.
Brown, Miss H. Louisa, Boston.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Browne, Miss H. T., Boston.
Bullard, William S., Boston.
Bullard, Mrs. William S., Boston.
Bullock, Miss Julia, Providence.
Bumstead, Mrs. Freeman J., Cambridge.
Bundy, James J., Providence.
Burgess, Mrs. S. K., Brookline.
Burnett, Joseph, Boston.
Burnham, Mrs. John A., Boston.
Burnham, Miss Julia E., Lowell.
Burnham, William A., Boston.
Burton, J. W., M.D., Flushing, N. Y.
Cabot, Mrs. S., Brookline.
Cabot, Walter C., Boston.
Callahan, Miss Mary G., South Boston.
Callender, Walter, Providence.
Carey, the Misses, Cambridge.
Carpenter, Charles E., Providence.
Carter, John W., West Newton.
Carter, Mrs. John W., West Newton.
Cary, Miss A. P., Boston.
Cary, Miss Ellen G., Boston.
Cary, Mrs. Richard, Boston.
Case, Mrs. Laura L., Boston.
Cass, Mrs. D. S., Boston.
Center, Joseph H., Boston.
Chace, James H., Valley Falls, R. I.
Chace, Hon. Jonathan, Valley Falls, R. I.
Chadwick, Mrs. C. C., Boston.
Chamberlin, Joseph Edgar, Boston.
Chamberlin, E. D., Boston.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Miss A. M., Boston.
Cheever, Dr. David W., Boston.
Cheever, Miss M. E., Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Claflin, Hon. William, Boston.
Clark, Mrs. Joseph W., Boston.
Clark, Miss S. W., Beverly.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coates, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
Cook, Charles T., Detroit, Mich.
Cook, Mrs. Charles T., Detroit, Mich.
Coolidge, Dr. A., Boston.
Coolidge, J. Randolph, Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, John T., Boston.
Coolidge, Mrs. John T., Boston.
Coolidge, Mrs. J. Templeman, Boston.
Coolidge, T. Jefferson, Boston.
Cotting, C. U., Boston.
Cowing, Miss Grace G., Roxbury.
Cowing, Mrs. Martha W., West Roxbury.
Crafts, Mrs. J. M., Boston.
Crane, Mrs. Zenas M., Dalton.
Crocker, U. H., Boston.
Croft, Mrs. Carrie A., Boston.

- Crosby, Joseph B., Boston.
 Crosby, Sumner, Brookline.
 Crosby, William S., Brookline.
 Cruft, Miss Harriet O., Boston.
 Cummings, Mrs. Annie L., Portland, Me.
 Cummings, Charles A., Boston.
 Cummings, Hon. John, Woburn.
 Cunniff, Hon. M. M., Boston.
 Curtis, C. A., Boston.
 Curtis, Greeley S., Boston.
 Curtis, Mrs. Greeley S., Boston.
 Curtis, Mrs. Mary S., Boston.
 Cushing, Thomas, Boston.
 Dabney, Mrs. Lewis S., Boston.
 Dalton, C. H., Boston.
 Dalton, Mrs. C. H., Boston.
 Dana, Mrs. Samuel B., Boston.
 Darling, Cortes A., Providence, R. I.
 Darling, Hon. L. B., Pawtucket, R. I.
 Davis, Miss A. W., Boston.
 Davis, Mrs. Edward L., Boston.
 Day, Daniel E., Providence, R. I.
 Dean, Hon. Benjamin, South Boston.
 Derby, Miss Lucy, Boston.
 Dexter, Mrs. F. G., Boston.
 Dillaway, W. E. L., Boston.
 Dinsmoor, George R., Keene, N. H.
 Ditson, Mrs. Oliver, Boston.
 Doliber, Thomas, Boston.
 Dow, Miss Jane F., Milton.
 Dow, Mrs. Moses A., Brookline.
 Dunklee, Mrs. John W., Boston.
 Durant, William, Boston.
 Dutton, Miss Lydia W., Boston.
 Dutton, Miss Mary M., Boston.
 Earle, Mrs. T. K., Boston.
 Eaton, W. S., Boston.
 Eliot, Rev. Christopher R., Dorchester.
 Eliot, Dr. Samuel, Boston.
 Elliott, Mrs. Maud Howe, Boston.
 Ellis, Rev. George E., D.D., Boston.
 Ellis, George H., Boston.
 Emery, Francis F., Boston.
 Emmons, J. L., Boston.
 Endicott, Henry, Boston.
 Endicott, Miss Mary E., Beverly.
 Endicott, William, Jr., Boston.
 Ernst, C. W., Boston.
 Evans, Mrs. Glendower, Boston.
 Everett, Mrs. Emily, Cambridge.
 Fairbanks, Miss C. L., Boston.
 Farlow, George A., Boston.
 Farnam, Mrs. Ann S., New Haven.
 Faulkner, Mrs. Charles, Boston.
 Faulkner, Miss, Boston.
 Faulkner, Miss Fannie M., Boston.
 Fay, Mrs. Dudley B., Boston.
 Fay, H. H., Boston.
 Fay, Mrs. H. H., Boston.
 Fay, Mrs. Joseph S., Jr., Boston.
 Fay, Miss Sarah B., Boston.
 Fay, Miss S. M., Boston.
 Ferguson, Mrs. C. H., Dorchester.
 Ferris, Miss E. M., Brookline.
 Ferris, Mrs. Mary E., Brookline.
 Field, Mrs. E. E. V., Milton.
 Field, Mrs. Nancy M., Monson.
 Fields, Mrs. James T., Boston.
 Fiske, Mrs. Joseph N., Boston.
 Fitz, Mrs. W. Scott, Boston.
 Folsom, Charles F., M.D., Boston.
 Foote, Miss M. B., Cambridge.
 Forbes, John M., Milton.
 Foster, Miss C. P., Cambridge.
 Foster, Mrs. Emily Wells, Hartford, Conn.
 Foster, Francis C., Cambridge.
 Foster, Mrs. Francis C., Cambridge.
 Foster, John, Boston.
 Freeman, Miss Harriet E., Boston.
 French, Jonathan, Boston.
 Frothingham, Miss Ellen, Boston.
 Frothingham, Rev. Octavius B., Boston.
 Fry, Mrs. Charles, Boston.
 Fuller, Mrs. Caroline A., West Hingham.

- Gaffield, Thomas, Boston.
Galloupe, C. W., Boston
Gammell, Mrs. Wm., Providence.
Gammans, Hon. George H.,
Charlestown.
Gardiner, Charles P., Boston
Gardner, George A., Boston.
Gardner, Mrs. John L., Boston
George, Charles H., Providence
Gilbert, C. C., Boston.
Gill, Mrs. Francis A., Boston.
Glidden, W. T., Boston.
Glover, Albert, Boston.
Glover, Miss Caroline L., Boston.
Glover, Joseph B., Boston.
Goddard, Miss Matilda, Boston.
Goddard, William, Providence.
Goff, Darius L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Goldthwait, Mrs. John, Chestnut
Hill.
Gooding, Rev. Alfred, Portsmouth,
N. H.
Goodman, Richard, Lenox.
Goodnow, Mrs. Lucie M., Cam-
bridge.
Goodwin, Miss A. M., Cambridge.
Gray, Mrs. Ellen, New York City.
Green, Charles, Boston.
Greenleaf, Mrs. James, Cambridge.
Griffin, S. B., Springfield.
Grover, William O., Boston.
Grover, Mrs. William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston
Hall, Mrs. Florence Howe, Plain-
field, N. J.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hall, Mrs. Martin L., Boston.
Hammond, Mrs. Gardiner G., Jr.,
Boston.
Hammond, Mrs. George W., Bos-
ton.
Hanscom, Dr. Sanford, Somerville.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Haskell, Mrs. Edwin B., Auburn-
dale.
Haven, Miss Charlotte M., Ports-
mouth, N. H.
Haven, Miss Eliza A., Portsmouth,
N. H.
Haven, Mrs. Lucy B., Lynn.
Hayden, Mrs. Isaac, Roxbury
Hayward, Hon. Wm. S., Provi-
dence.
Hazard, Rowland, Providence.
Head, Charles, Boston.
Head, Mrs. Charles, Boston.
Heard, J. T., M.D., Boston.
Hearst, Mrs. Phebe A., San Fran-
cisco, Cal.
Hemenway, Mrs. Charles P., Bos-
ton.
Hemenway, Mrs. Mary, Boston.
Henshaw, Mrs. Harriet A., Boston.
Herford, Rev. Brooke, England
Hersey, Charles H., Boston.
Higginson, Frederick, Brookline.
Higginson, Henry Lee, Boston.
Higginson, Mrs. Henry Lee, Bos-
ton.
Higginson, Waldo, Boston.
Hill, Dr. A. S., Somerville.
Hill, Hon. Hamilton A., Boston.
Hill, J. E. R., Boston
Hill, Mrs. T. J., Providence.
Hodges, Dr. R. M., Boston.
Hodgkins, Frank E., Somerville.
Hodgkins, William A., Somerville.
Hogg, John, Boston.
Hogg, Mrs. John, Boston.
Hollis, Mrs. S. J., Lynn
Holmes, Charles W., Stanstead,
Canada.
Holmes, John H., Boston.
Hooper, E. W., Boston.
Hooper, Mrs. R. C., Boston.
Horton, Mrs. William H., Boston.

- Hovey, William A., Boston
 Howard, Hon. A. C., Boston.
 Howard, Mrs. Chas W., California.
 Howard, Hon. Henry, Providence.
 Howe, Henry Marion, Boston.
 Howe, Mrs. Julia Ward, Boston.
 Howe, Mrs. Virginia A., Boston.
 Howland, Mrs. O. O., Boston.
 Houghton, Hon. H. O., Cambridge.
 Humphrey, Benjamin, Boston.
 Hunnewell, Miss Charlotte, Boston.
 Hunnewell, Francis W., Boston.
 Hunnewell, H. H., Boston.
 Hunnewell, Mrs. H. S., Boston.
 Hutchins, Mrs. Constantine F., Boston.
 Iasigi, Miss Mary V., Boston.
 Ingraham, Mrs. E. T., Wellesley.
 Jackson, Charles C., Boston.
 Jackson, Edward, Boston.
 Jackson, Mrs. Dr. J. A., Manchester, N. H.
 Jackson, Mrs. J. B. S., Boston.
 Jackson, Patrick T., Cambridge.
 James, Mrs Clitheroe Dean, Brookline.
 James, Mrs. Julia B. H., Boston.
 Jenks, Miss C. E., Boston.
 Johnson, Samuel, Boston.
 Jones, Mrs. Edward C., New Bedford.
 Jones, Miss Ellen M., Boston.
 Jordan, Mrs. E. D., Boston.
 Joy, Mrs. Charles H., Boston.
 Kasson, Rev. F. H., Boston.
 Kellogg, Mrs. Eva D., Boston.
 Kendall, C. S., Boston.
 Kendall, Miss H. W., Boston.
 Kennard, Martin P., Brookline.
 Kent, Mrs. Helena M., Boston.
 Kidder, Mrs. Henry P., Boston.
 Kilmer, Frederick M., Somerville.
 Kimball, Mrs. David P., Boston.
 Kimball, Edward P., Malden.
 Kimball, Mrs. M. Day, Boston.
 Knapp, George B., Boston.
 Knowlton, Daniel S., Boston.
 Kramer, Henry C., Boston.
 Lamb, Mrs. Annie L., Boston.
 Lamson, Miss C. W., Dedham.
 Lang, B. J., Boston.
 Lang, Mrs. B. J., Boston.
 Lawrence, James, Groton.
 Lawrence, Mrs. James, Groton.
 Lawrence, Rt. Rev. Wm., Cambridge.
 Lee, George C., Boston.
 Lee, Mrs. George C., Boston.
 Lee, Henry, Boston.
 Lily, Mrs. Amy H., London, Eng.
 Lincoln, L. J. B., Hingham.
 Linzee, J. T., Boston.
 Linzee, Miss Susan I., Boston.
 Littell, Miss S. G., Brookline.
 Littlefield, Hon. A. H., Pawtucket.
 Lodge, Mrs. Anna C., Boston.
 Lodge, Henry C., Boston.
 Longfellow, Miss Alice M., Cambridge.
 Lord, Rev. A. M., Providence, R. I.
 Loring, Mrs. W. Caleb, Boston.
 Lothrop, John, Auburndale.
 Lothrop, Mrs. Thornton K., Boston.
 Lovering, Mrs. Charles T., Boston.
 Lovett, George L., Boston.
 Lowell, Abbott Lawrence, Boston.
 Lowell, Miss Amy, Boston.
 Lowell, Augustus, Boston.
 Lowell, Miss A. C., Boston.
 Lowell, Francis C., Boston.
 Lowell, Mrs. George G., Boston.
 Lowell, Miss Georgina, Boston.
 Lowell, Mrs. John, Boston.
 Lowell, Miss Lucy, Boston.
 Luce, Matthew, Boston.
 Lyman, Arthur T., Boston.
 Lyman, J. P., Boston.
 Lyman, Theodore, Brookline.
 McAuslan John, Providence.
 McCloy, J. A., Providence.
 Mack, Thomas, Boston.

- Mackay, Mrs. Frances M., Cambridge.
Manning, Mrs. Mary W., Brooklyn, N. Y.
Marcy, Fred. I., Providence.
Marrett, Miss Helen M., Standish, Me.
Marsh, Miss Sarah L., Hingham.
Marston, S. W., Boston.
Marvin, Mrs. E. C., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
Matchett, Mrs. W. F., Boston.
Matthews, Mrs. A. B., Boston.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, F. W. G., Dorchester.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Charles, Boston.
Merriam, Mrs. Charles, Boston.
Merriam, Mrs. D., Boston.
Merritt, Edward P., Boston.
Metcalf, Jesse, Providence.
Meyer, Mrs. George von L., Boston.
Minot, Mrs. Charles H., Boston.
Minot, Francis, M.D., Boston.
Minot, George R., Boston.
Minot, J. Grafton, Boston.
Minot, the Misses, Boston.
Minot, William, Boston.
Mixer, Miss Madeleine C., Boston.
Montgomery, William, Boston.
Morgan, Eustis P., Saco, Me.
Morgan, Mrs. Eustis P., Saco, Me.
Morison, Mrs. Emily M., Boston.
Morrill, Charles J., Boston.
Morse, Mrs. Leopold, Boston.
Morse, Miss Margaret F., Jamaica Plain.
Morss, A. S., Charlestown.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Motley, Mrs. E. Preble, Boston.
Moulton, Miss Maria C., Boston.
Neal, George B., Charlestown.
Nevins, David, Boston.
Newell, Mrs. M. Abbie, Boston.
Nichols, Mrs. Frederick S., Boston.
Nichols, J. Howard, Boston.
Nickerson, Andrew, Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Grenville H., Boston.
Norcross, Miss Laura, Boston.
Norcross, Mrs. Otis, Jr., Boston.
Noyes, Hon. Charles J., Boston.
Ober, Louis P., Boston.
Oliver, Dr. Henry K., Boston.
Osborn, John T., Boston.
Osgood, John Felt, Boston.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Paine, Mrs. Robert Treat, Boston.
Palfrey, Mrs. Francis W., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Richard T., Boston.
Parkinson, John, Boston.
Parkinson, Mrs. John, Boston.
Parkman, George F., Boston.
Parkman, John, Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. Endicott, Groton.
Peabody, F. H., Boston.
Peabody, Frederick W., Boston.
Peabody, O. W., Milton.
Peabody, Mrs. Robert S., Brookline.
Peabody, S. E., Boston.
Perkins, Charles Bruen, Boston.
Perkins, Mrs. C. E., Boston.
Perkins, Edward N., Jamaica Plain.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Boston.
Pickering, Mrs. Edward, Boston.
Pickman, Mrs. D. L., Boston.

- Pickman, Mrs. W. D., Boston.
 Pierce, Hon. H. L., Boston.
 Pierce, Mrs. M. V, Milton.
 Pierson, Mrs. Mary E., Windsor,
 Conn.
 Pope, Mrs. A. A., Boston.
 Potter, Isaac M., Providence.
 Potter, Mrs. Warren B., Boston.
 Powars, Miss Mary A., Boston.
 Pratt, Elliott W., Boston.
 Pratt, Mrs. Sarah M., Boston.
 Prendergast, J. M., Boston.
 Putnam, Mrs. S. R., Boston.
 Quincy, George Henry, Boston.
 Rantoul, Miss Hannah L., Beverly.
 Rantoul, Robert S., Salem.
 Reardon, Dennis A., Boston.
 Reed, Mrs. William Homer, Boston.
 Reynolds, Walter H., Boston.
 Rice, Hon. A. H., Boston.
 Rice, Mrs. Henry A., Boston.
 Richards, Mrs. Cornelia W., Boston.
 Richards, Miss Elise, Boston.
 Richards, Mrs. Laura E., Gardiner,
 Me.
 Richardson, John, Boston.
 Richardson, Miss M. Grace, New
 York.
 Richardson, Mrs. M. R., Boston.
 Richardson, William L., M.D.,
 Boston
 Robbins, Royal E., Boston.
 Roberts, Mrs. A. W., Cambridge-
 port.
 Robertson, Mrs. Alice Kent, Charles-
 town.
 Robinson, Henry, Reading.
 Rodman, S. W., Boston.
 Rodocanachi, J. M., Boston.
 Rogers, Miss Clara B., Boston.
 Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Rogers, Jacob C., Boston.
 Rogers, Mrs. William B., Boston.
 Ropes, John C., Boston.
 Ropes, Joseph S., Boston.
 Rotch, Miss Edith, Boston.
 Russell, Henry G., Providence.
 Russell, Mrs. Henry G, Providence.
 Russell, Henry S., Boston.
 Russell, Miss Marian, Boston.
 Russell, Mrs. William A., Boston.
 Saltonstall, Henry, Boston.
 Saltonstall, Hon. Leverett, Newton.
 Saltonstall, Mrs. Leverett, Newton.
 Sampson, George, Boston.
 Sanborn, Frank B., Concord.
 Sayles, F. C., Pawtucket, R.I.
 Sayles, W. F., Pawtucket, R.I.
 Schlesinger, Barthold, Boston.
 Schlesinger, Sebastian B., Boston.
 Sears, David, Boston.
 Sears, Mrs. Fred. R., Jr., Boston.
 Sears, Frederick R., Boston.
 Sears, Mrs. Knyvet W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Mrs. S. P., Boston.
 Sears, Willard T., Boston.
 Sharpe, L., Providence.
 Shattuck, Mrs. George C., Boston.
 Shaw, Mrs. G. Howland, Boston.
 Shaw, Henry S., Boston.
 Shaw, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, Mrs. John H., New
 York City.
 Sherwood, W. H., Boston.
 Shinkle, Miss Camilla Hunt, Cov-
 ington, Ky.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Silsbee, Mrs. M. C. D., Boston.
 Slafter, Rev Edmund F., Boston.
 Slater, H. N., Jr., Providence.
 Slocum, Mrs. W. H, Jamaica Plain.
 Snelling, Samuel G., Boston.
 Sohier, Miss E. D., Boston.
 Sohier, Miss Elizabeth, Boston.
 Sohier, Miss Emily L., Boston.
 Spaulding, J. P., Boston.

- Spaulding, Mrs Mahlon D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., M.D., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Stearns, Mrs. Charles H., Brookline.
Stevens, Miss C. Augusta, New York.
Stewart, Mrs. C. B., Boston.
Stone, Col. Henry, South Boston.
Storrs, Mrs. E. K., Brookline.
Sturgis, Francis S., Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Sarah H., Cambridge.
Swan, Robert, Dorchester.
Swan, Mrs. Robert, Dorchester.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Talbot, Mrs. Isabella W., North Billerica.
Tapley, Mrs. Amos P., Boston.
Tarbell, George G., M.D., Boston.
Temple, Thomas F., Boston.
Thaw, Mrs. William, Pittsburg, Penn.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thayer, Mrs. Harriet L., Boston.
Thayer, Mrs. Nathaniel, Boston.
Thomas, Mrs. Joseph B., Boston.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Ticknor, Miss A. E., Boston.
Tilden, Miss Edith S., Milton.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Newtonville.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Torrey, Miss A. D., Boston.
Tower, Col. William A., Boston.
Townsend, Miss Sophia T., Boston.
Troup, John E., Providence.
Tuckerman, Mrs. C. S., Boston.
Turner, Miss Abby W., Randolph.
Turner, Miss Alice M., Randolph.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Turner, Mrs. Royal W., Randolph.
Underwood, F. H., Boston.
Underwood, Herbert S., Boston.
Upham, Mrs George P., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Vose, Miss Caroline C., Milton.
Wainwright, Miss R. P., Boston.
Wales, George W., Boston.
Wales, Mrs. George W., Boston.
Wales, Joseph H., Boston.
Ward, Rev. Julius H., Boston.
Warden, Erskine, Waltham.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Ware, Miss Charlotte L., Cambridge.
Warren, J. G., Providence.
Warren, Mrs. J. Sullivan, Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Rev. Alfred F., South Boston.
Washburn, Hon. J. D., Worcester.
Waters, Edwin F., Boston.
Waterston, Mrs. R. C., Boston.
Watson, Thomas A., Weymouth.
Watson, Mrs. Thomas A., Weymouth.
Webster, Mrs. John G., Boston.
Weeks, A. G., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Boston.
Weld, Mrs. William F., Boston.
Weld, W. G., Boston.
Wells, Mrs. Elizabeth S., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgeport, Conn.
Wheelock, Miss Lucy, Boston.

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|---|---------------------------------------|
| Wheelright, Josiah Roxbury. | Wigglesworth, Edward, M.D., Boston. |
| Wheelwright, A. C., Boston. | Wigglesworth, Thomas. |
| Wheelwright, John W., Boston. | Wightman, W. B., Providence. |
| White, C. J., Cambridge. | Williams, Mrs. H., Boston. |
| White, Charles T., Boston. | Williams, Miss Louise H., Boston. |
| White, Mrs. Charles T., Boston. | Wilson, Mrs. Maria Gill, Newtonville. |
| White, G. A., Boston. | Winslow, Mrs. George, Roxbury. |
| White, Joseph A., Framingham. | Winsor, Mrs. Ernest, Chestnut Hill. |
| Whitehead, Miss Mary, West Somerville. | Winsor, J. B., Providence. |
| Whitford, George W., Providence. | Winthrop, Mrs. John, Stockbridge. |
| Whiting, Albert T., Boston. | Winthrop, Hon. Robert C., Boston. |
| Whiting, Ebenezer, Boston. | Winthrop, Mrs. Thomas L., Boston. |
| Whitman, Mrs. Sarah W., Boston. | Wolcott, Mrs. J. H., Boston. |
| Whitney, Miss Anne, Boston. | Wolcott, Roger, Boston. |
| Whitney, Edward, Belmont. | Woodruff, Thomas T., Boston. |
| Whitney, Henry M., Brookline. | Woods, Henry, Boston. |
| Whitney, Miss Sarah A., Boston. | Woolf, Benjamin E., Boston. |
| Whitney, Miss Sarah W., Boston. | Worthington, Roland, Roxbury. |
| Whitten, Mrs. Elizabeth S., Dorchester. | Young, Mrs. Benjamin L., Boston. |
| Whitwell, S. Horatio, Boston. | Young, Charles L., Boston. |
| Whitwell, Miss S L., Boston. | |

SYNOPSIS OF THE PROCEEDINGS
OF THE
ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 11, 1893.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. S. Lothrop Thorndike presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were elected : —

President — Samuel Eliot, LL.D.

Vice-President — George S. Hale.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, Leverett Saitonstall, S. Lothrop Thorndike and George W. Wales.

The following amendments to the by-laws of the corporation, proposed by the trustees, were unanimously accepted : —

Article I was repealed and the following was adopted in its stead: “The corporation shall be composed of the persons now members thereof; of such persons as may at any legal meeting be elected members by ballot, two negative votes excluding the candidate voted upon; and of such persons as have been at any time appointed trustees in behalf of the State.”

In Article II the words “or any vacancy filled” were stricken out, and the following were added at the end of the article: “Vacancies in any office, except trusteeship in behalf of the State, may be filled by the board of trustees.”

In Article VI after the words “real estate” the following were inserted: “They shall elect annually from their number a permanent chairman, who shall when present preside at meetings of the board. In his absence a chairman *pro tempore* shall be chosen.”

In Article IX the words “two-thirds” were stricken out and the words “four-fifths” were inserted in place thereof.

Mr. Robert Samuel Rantoul of Salem and Mr. Frederick William Peabody of Boston were afterwards chosen members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 3, 1893.

To the Members of the Corporation.

LADIES AND GENTLEMEN:—The trustees have the honor to present the following report for the year ending Sept. 30, 1893.

General prosperity has attended the institution. The number of pupils has increased during the year, and at its close there are 140 belonging to the school proper at South Boston, 64 in the kindergarten at Jamaica Plain, and 17 in the workshop for adults. In addition to these, 16 persons are employed as teachers or in other positions, making the total number of blind persons connected with the establishment 237.

In the early part of the year five cases of measles occurred in the boys' department. The new nursery was put into immediate use, and with the rooms vacated by the music department the needful isolation was secured. Seven other cases followed, but the disease was in a mild form. Later in the season there was a case of appendicitis which was successfully treated at the Massachusetts General Hospital. But few other cases of illness occurred, and good health prevailed during the last half of the year.

THE SCHOOL.

The school is conducted on the same principles that regulate other educational institutions, with such additional appliances as will bring to the touch the means of knowledge usually addressed to the eye. General provision has been made for physical culture, and the new gymnasium is a delight to the pupils of both sexes. Its classes are a regular part of the daily programme. A part of the school receive sloyd lessons, by which they not only learn to handle tools, but also receive a mental training through the use of the hands.

Music is so often a source of remunerative employment for the blind that this department receives special attention. The instruction is by means of the Braille notation, which expresses all musical signs in a more compact form than the staff. The latter, however, is also learned, especially by those who are preparing to become teachers.

It is a matter of regret that various causes have combined to deprive us of a number of valuable teachers whose resignations at the close of the year make an unusual number of changes in the *personnel* of the establishment. The vacancies have been filled by new appointees, who give promise of carrying on the work effectively. These changes will be mentioned in detail in the report of the director.

COMMENCEMENT EXERCISES.

Tremont Temple has for so many years been the scene of our commencement exercises that its destruction was felt as a great loss; but Mr. E. H. Tompkins generously placed Boston Theatre at our disposal for the afternoon of June 6, 1893.

The spacious room was filled with an audience representing the benevolence and the intelligence of Boston and of New England. The stage presented a charming picture. A forest setting enhanced the festive air of the boys and girls in holiday attire. An attractive feature was the group of children from the kindergarten, so arranged as to form the foreground. Owing to the illness of Dr. Eliot, Hon. George S. Hale presided and welcomed the audience in the following words:—

Ladies and Gentlemen,—friends and lovers of those who cannot see with their bodily eyes the kindly interest with which you watch the evidence of their successful studies, we welcome you to our twelfth annual commencement.

I deeply regret the untoward circumstances, which deprive them and you of the familiar and always welcome presence of President Eliot, pleasant as it is for me to recall the agreeable associations which carry me back to my earlier connection, as one of the trustees, with the institution and its noble founder and head, Dr. Samuel G. Howe.

You must pardon me for adding a word of deep regret that we meet at this time without the benediction of a presence we have so long valued and enjoyed, which we can never forget or

fail to miss, — that we are not to see or hear the benignant look or words of Dr. Andrew Preston Peabody.

A full assurance given by looks
Continuall comfort in a face
The lineaments of Gospel bookes.

I shall be pardoned too as an old friend of Dr. Howe for expressing the gratification I feel that the institution has found a successor, whose zeal, fidelity and capacity he would have recognized, as we do, with gratitude and pride.

He that governs well leads the blind,
But he that teaches gives him eyes.

And now let me assure you, that our pupils will divine and feel your presence and your sympathetic interest in them as quickly and surely as if they could meet your kindly and tender gaze.

The exercises, arranged to show the work of the various departments of the school, were well conducted and deeply interesting. The illustration by the sewing machine of the principles of physics, showing how thoroughly the science is taught, as well as the ready skill of Miss Alberta May Snow and her schoolmates, the music of voices and instruments, the gymnastics and military drill, all indicated a high standard of mental, artistic and physical culture.

After the piano solo by Miss Mary A. Hoisington, Mr. Hale said: —

Now, ladies and gentlemen, Mr. Anagnos offers you something unparalleled in every previous commencement, something as rare as if Homer stepped down from the ages and recited one of his poems. It is only three years since Helen Kelle:

began to articulate. Today she will read to you Longfellow's poem on Flowers.

Before proceeding to read the poem, Helen addressed the audience as follows:—

It gives me much pleasure to be with my dear friends today. My mother had thought that her little child's voice was lost forever, but the hand of love has found it and brought it home.

She then found the place in her book and read with great distinctness, giving full expression to the poem. The scene was most impressive as this tall, beautiful girl, her face uplifted with a rapt expression, "spoke to us out of the strange world of silence and darkness." Unable to hear the burst of applause which followed, yet Helen seemed pleased as she comprehended perfectly the pleasure and delight of her friends in this marvellous achievement.

Following a song by Miss Edna A. Joslyn, the boys of the graduating class took part in an original dialogue entitled "Our Share in the World's Work." The diversity of thought and aim in any company of young men could not have been better brought out, and the strong common sense views of their future life were most marked. The youth who proposes "to think of himself as a man and not as a *blind man*," commends his good judgment and wisdom to all.

Henry E. Mozealous was the valedictorian. His words of gratitude to his teachers and of cheer

to his comrades were so eloquent, ingenuous and modest as to win the praise of all his hearers.

Our late associate, Mr. John S. Dwight, followed the valedictory with the presentation of diplomas to the eight graduates:—Wallace Edgar Andrews, Henry George Burke, Charles Paxton Lamar, John Francis Minor, Henry Edmund Mozealous, Alberta May Snow, Michael Francis Sullivan, John Henry Warburton.

Mr. Dwight addressed the graduates briefly but feelingly, and his words were full of sympathy, advice and benediction. He spoke as follows:—

We are here to congratulate you, my young friends, on the completion of your school studies, and to present you these diplomas, these parchment vouchers, not idly granted by your teachers for your faithful, earnest use of the opportunities afforded you by this institution. Your aim has been high, inspired by a generous enthusiasm and a thirst for intellectual and moral enlightenment, more than by artificial motives, or by any selfish, low ambition. These have been, upon the whole, happy years; for they have taught you each day some new fact, won you some new proof or some new aspect of the essential beauty of the universal order, and led you a little further into a realizing acquaintance with your inborn, God-given nature and faculties. You have learned and proved, to yourselves and to others, that the loss of sight is no darkening of the mind's or spirit's light. Practically, in many ways, you have been learning to see as well as others.

And now we bid you God-speed on your entrance into the higher, harder school of life. From this day you take upon you the responsibilities and duties, the cares and chances, with the hopes and new incitements, of individual voyages of dis-

covery out into the wide world. You may not feel the tender home touch (for a while) quite so near. You enter fields of experiment, made isolated and precarious, struggles somewhat more serious than those of your class-rooms and gymnasia. These will put your courage and your manhood, your mental and moral stamina, to the test. You will have to face the trials and temptations of the world. You have each to bear your part in the labors and the duties, we trust also in the victories, of this tangled, many-sided, often enigmatic life. But, if I mistake not the scope and spirit of your discipline and culture here, you are familiar with the overcoming of difficulties and the resisting of temptations (supplanting them with “metal more attractive”).

If your schooling has been practical, if it has taught you to feel your powers and faculties, and not to overrate your limitations and magnify them into appalling bugbears; if it has all led you on by wholesome stimulus and by the gentle hand of sympathy in the direction of your natural bent and characteristic talents, so that every exercise and every study has helped to make you know yourselves, and be truer to yourselves, then surely each of you will find a fitting, useful, honorable sphere will open before his honest and courageous effort. The way to find it is to still press forward, do your best, and trust God for the result. Thus, true to principle, never shrinking or swerving from the right, shall the very stress and strain of difficulty, the very unrelaxing energy and zeal of industry and duty, become like the quietly and steadily revolving wheel that seems to *sleep* in its swiftness, and yields the truest image of repose. Such work is self-resting, self-recovering, refreshing.

If you have had peculiar difficulties to contend with, how you have felt them vanish here in this atmosphere of sympathy and mutual help! You have nourished between you, as it were, a corporate pride, an *esprit du corps*, in holding up and illustrating your common cause. Able and devoted teachers have taken a sincere, deep interest in you. They have watched your

progress, severally, as a maiden watches the unfolding of a flower. They have sought to recognize in each of you the bent of his own nature, availing of the hints of the wise, loving educator Froebel. So far at least, yours has been an *all-round* education. The rights of the body have not been neglected in any hot-house forcing of the intellectual plants. You have learned to crave and claim fresh air and healthy, daily exercise — nay work, work of the hands — as part of your birthright. Nor have your innate germs of spiritual and moral life lacked quickening sustenance, nor been trampled in the dust by any merely doctrinal and formal, any negative, perfunctory, suppressive ministry. You have learned that to know God is to know freedom, love and joy. And music, art divine, language in which the experience that transcends common speech first finds expression, — music has formed a more than ordinary part of your education, pervading, tempering, refining, spiritualizing, quickening your whole culture.

Need I then remind you of what you know so well, that for the failure of a single sense you have ample compensation? Thus provided and prepared, you go to claim “your share in the world’s work.” You know, each for himself or herself, what that is. In the conference you have just now held before us you have shown you have the right idea of it. Persist in that idea; carry it out in practice; be true to yourselves, true to humanity and right and God. Believe with Emerson, who says: —

•

A point of education that I can never too much insist upon is this tenet, that every individual man has a bias which he must obey, and that it is only as he feels and obeys this that he rightly develops and attains his legitimate power in the world. It is his magnetic needle which points always in due direction to his proper path. . . . In morals, this is conscience; in intellect, genius; in practice, talent, — not to imitate or surpass a particular man in *his* way, but to bring out your own new way; to each his own wit, method, style, eloquence.

— But the time is short. Let me, then, with great pleasure, in the name and with the greetings of the trustees, with the approval and the sympathy of all your teachers, with the prayer that God will bless you, and with the hearty Amen of all these witnesses, hand you these diplomas.

The exercises ended with a well sung chorus for mixed voices.

THE NEW LIBRARY AND MUSICAL DEPARTMENT.

This has been a source of added pleasure and advantage. The spacious rooms, in which books, specimens and models are made more accessible, have increased the use of these appliances in class work and by individuals; and the removal of the music department has left the school and household more quiet, increased the number of sleeping rooms and made provision possible for many emergencies.

POST GRADUATE COURSE.

The need of providing an advanced course for pupils wishing to enter college becomes apparent. Every year there are young men and women of intellect who, with proper education, might become successful in literature or the learned professions, but who now adopt some unremunerative occupation, or, perhaps, remain idle. Point writing and type writers have already made literary pursuits available to the blind, and we must not neglect any possible aid to the further promotion of these pursuits.

A NEW MUSIC HALL.

In the last report attention was called to the need of a larger hall as an aid to more advanced work in the music department. It is needed even for general purposes. The small hall is inconvenient of access, barely sufficient for the pupils, and utterly inadequate for guests whose presence lends so much encouragement to the performers in our dramatic or musical entertainments.

BLIND DEAF-MUTES.

The progress of the three blind and deaf children, Edith Thomas, Willie Robin and Tommy Stringer, has been more than satisfactory. In pursuance of the purpose mentioned in our last report, these children have been placed in the regular classes and subjected to the same rules as others, the only difference being the presence of their special teacher as interpreter. Their progress compares favorably with that of their classmates, and doubt can no longer be entertained of the feasibility of educating children thus deprived. The number of these is sufficient to make it a duty to seriously consider the means of their education. The schools for the deaf generally have no provision for the blind child, or the schools for the blind for a deaf pupil. Shall we not make this provision?

FINANCES.

The financial record of the institution is shown in the report of the treasurer herewith presented, and may be summarized as follows:—

Cash on hand October 1st, 1892,	. . .	\$13,193 92
Total receipts from all sources during the year,		158,095 53
		<hr/>
		\$171,289 45
Total expenditures and investments, .	. . .	168,041 00
		<hr/>
Balance,	. . . . .	\$3,248 45

This exhibit gives evidence of continued prosperity. But a generous increase of the income of the institution is needed to enable us to undertake such improvements as will broaden the education of the blind and raise its standard.

REPAIRS AND IMPROVEMENTS.

During the summer vacation improvements have been made and the buildings put in thorough repair. The stairs in the west wing of the main building have been replaced by new ones. The entries leading from the rotunda to the hall have been replastered and refinished in hard wood and the stairways reconstructed. The first floor of the central portion of the main building has been strengthened by steel beams. This necessitated the substitution of a new ceiling in the large dining-room below. The bathrooms in the girls' cottages on Fourth street have been thoroughly

renovated, and proper bowls substituted for the old soapstone sinks. The tin roofs of the main building and of the girls' gallery and brick school-house have been repainted. A night watchman has been employed, and an electric arrangement provided to indicate that he attends to his duties regularly.

THE HOWE MEMORIAL PRESS.

The printing office has been amply maintained and its work carried on with vigor. The following books have been issued during the year: Shakespeare's *Merchant of Venice*, Milton's *Paradise Regained*, Dr. Johnson's *Rasselas*, Charles Kingsley's *Water-babies*, Sir John Lubbock's *Beauties of Nature*, John Fiske's *War of Independence*, Cora Gleason's *Hand-books of Knitting and Crochet*, and *Don't* by Censor.

The *Seven Little Sisters* by Jane Andrews, and the first volume of Landon's *Instruction Book* have been completed in the Braille point system, together with several pieces of sheet music. We have now in press the second volume of Landon's *Instruction Book*, and the first volume of George Eliot's *Adam Bede*.

A new stereotyping machine, invented by Mr. Frank H. Hall, late superintendent of the Illinois School for the Blind, has been recently purchased. This will enable us to publish both literary matter and music in the Braille system rapidly and eco-

nomically. It is our purpose to publish in raised letters a series of books including the best English literature as well as translations from foreign languages, and to render these books accessible to every blind person in the United States. Our publications have been placed in the public libraries of many cities in New England and sent to various institutions and persons throughout the country. They have been constantly loaned or given to the blind of New England and other sections of the country free of charge. No sightless reader who has applied for them has ever received a refusal.

WORKSHOP FOR ADULTS.

This department has been unfavorably affected by the general business depression. The receipts have fallen off steadily and the balance sheet shows a deficit of \$297.26. This is to be regretted, but there is no doubt that a little activity on the part of those who take an interest in the blind would bring about a more satisfactory state of things. It is desirable that the business of the workshop should be increased in order that its benefits may be extended to a larger number of meritorious blind persons who are eager to earn their living. We assure our customers that our goods are well made, put in the market for fair competition, and sold as cheaply as any other. No purchaser is expected to pay higher prices in the way of charity.

DEATH OF DR. PEABODY AND MR. DWIGHT.

During the year death has invaded our board and removed two of our most honored and beloved associates.

Dr. Andrew Preston Peabody died on the 10th of March, in the eighty-second year of his age, and the fourteenth of his membership of the board. The resolutions of the board upon his death were offered by Mr. Dwight, and were as follows: —

Dear to the members of this board, and to every officer and servant, every teacher and pupil of the Perkins Institution and Massachusetts School for the Blind, is and must ever be the memory of our honored, venerable associate, Rev. Andrew Preston Peabody, D.D., LL.D. No one had the interests of the school more at heart during the long period that he shared this responsible trust. We all knew him as one of its kindest, wisest, ablest, and most just of friends. His sympathy lent the needed confirmation and the moral force of certainty to all our deliberate conclusions. We were sure of every measure which had his approval.

In this, as in all the many educational and philanthropic offices he held, it was his joy to serve. No service was ever more cheerfully and heartily rendered, none administered with sounder, more impartial judgment, from a richer fund of moral and intellectual resources.

He was beloved by all the youth and by his elder associates at Harvard, his own *Alma Mater*, and gave freely of his time, his sympathy and moral influence to its instruction and its counsels. Yet he found time and strength for all good enterprises; and nowhere were his mind and influence, his warm

heart and sage counsel, felt more truly than here among the blind. They knew and loved him as their friend. They seemed to be his special charge; yet so did all the other classes in whose welfare he was interested. The more he gave (not as the world giveth), the more he had to give. Such gifts cannot be lost: such influence is operative long after those who first inspired it have passed on to better, wider fields of work. He had outlived most of his contemporaries; yet he died in the full vigor of his faculties, — faculties so ripe and refined, brightened and quickened by constant service, that he did with ease the tasks which cost some of us a special, anxious effort, yet was everything done with his whole heart and soul, in no perfunctory, half-souled way.

Therefore, with one heart, one mind,

Resolved, That while in Dr. Peabody we mourn a loss which seems to be irreparable, we can but rejoice and give thanks that a spirit so religious, cheerful, cheering, a life so pure and self-sacrificing, so well equipped for all good work by ceaseless self-improvement, has been spared to us so long to be a helper and inspirer in so many noble causes, among which not the least has been the mental and moral development of the sightless pupils with whose charge we have been intrusted in an effort to fulfil social justice to a class too long unfeelingly neglected.

Voted, That this tribute be placed on our records, and that the secretary be authorized to send a copy thereof to the daughters of our late associate, Dr. Peabody, with the heartfelt expression of our sympathy in their hour of grief, and also to publish it in one or more newspapers.

Still more recently the author of this just and appropriate tribute to Dr. Peabody's memory, John Sullivan Dwight, was himself taken from us. He died on the fifth day of September; and

at a special meeting of the Board held on the 15th of the same month the following resolutions were adopted in his memory: —

Resolved, That we desire to express our heartfelt sense of the loss we have suffered in the death of our beloved and revered associate, John Sullivan Dwight.

Others have testified to his wisdom as a philosopher, his excellence as a poet and man of letters, his influence in the great field of musical criticism, which he had cultivated so long and with such singleness of purpose, his keen interest in all efforts for making human life better and happier, his sweet and genial nature, his purity and worth as a man.

It remains for us to bear witness to the closeness of his relation and the value of his services to the institution which we have in charge. In youth and middle life the friend and admirer of Dr. Howe, in full and earnest sympathy with all the deeds and aspirations of that great philanthropist, he brought down to our time somewhat of the atmosphere of those early days of our cause. In later years becoming by appointment of the governor one of the state members of our board, he devoted time, thought and labor to the educational interests of our pupils, especially in his cherished branch of music. His constant visits to our two schools and attendance upon their performances and his familiar acquaintance and intercourse with individual scholars were most noteworthy and deserving of the imitation of all of us. He also rendered inestimable service in the careful and detailed preparation of our annual reports. In these and other respects his death has left a gap in our circle not easy to fill, and his cheerful and kindly presence and wise counsels will long be missed at our meetings.

Resolved, That these resolutions be placed upon our record, and that copies be sent to Mr. Dwight's family and to Mrs. Julia Ward Howe.

DEATHS OF MEMBERS OF THE CORPORATION.

Besides Dr. Peabody and Mr. Dwight, the institution has lost by death since the last annual meeting eighteen more of its valued corporate members. The list includes the Right Reverend Phillips Brooks, D.D., late bishop of the diocese of Massachusetts, whose untimely demise robbed the cause of the education of the blind of a most earnest helper, and deprived Boston of one of the most distinguished lights which shone brilliantly and steadily in its philanthropic, religious, and social circles; Frederick Lothrop Ames, who was widely esteemed and greatly prized in financial circles, and who had for two years done good service as a member of the board of trustees and was deeply concerned in the work of the kindergarten; William R. Robeson, a constant friend to the blind and a man of great kindness and sterling excellence in all relations of life; Mrs. Francis A. Brooks, lovingly remembered by all who knew her; Richard Chamberlain Nichols, a man of generous impulses and philanthropic instincts; Miss Abby W. Pearson, who made it her happiness to do good; Addison Macullar of Worcester, a man of great fortitude and patience and of remarkably sunny disposition; Col. Thomas P. I. Goddard of Providence, noted for his high character, his talents and his interest in various causes of human well-

being; Miss Mary Ann Wales, truly beloved and highly appreciated for her wise liberality, benevolent activity and benignant ministries; Edward A. Green of Providence, whose loss is deeply felt; Mrs. Richard Perkins, whose beneficence secured for her a rich revenue of honor and gratitude; Miss Eliza Howes, a thoughtful benefactor of the blind; Miss Mary Ann Tappan, an honored name associated with good works; Abbott Lawrence, a man of benevolence and high reputation for fidelity in various positions of trust and influence; Mrs. Benjamin S. Rotch, who was one of the most generous contributors to the funds of the institution and whose warm sympathy and ready aid were bestowed on every cause of humanity; Fitz James Rice of Providence, who graciously joined the subscribers to the printing fund; Mrs. Horace Gray, well known for the virtues and deeds that leave a fragrant memory; and Mrs. Anne M. Sweetser, held in high esteem for her public spirit and philanthropy.

CONCLUSION.

We cannot close this report without again paying our tribute of respect and admiration to the labors of our faithful director, Mr. Michael Anagnos, and to the rare combination of wisdom and culture, of sympathy for affliction and skill in its alleviation, of personal enthusiasm and fac-

ulty of imparting that enthusiasm to others, which he has placed at our service for so many years.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

LIST OF PUPILS.

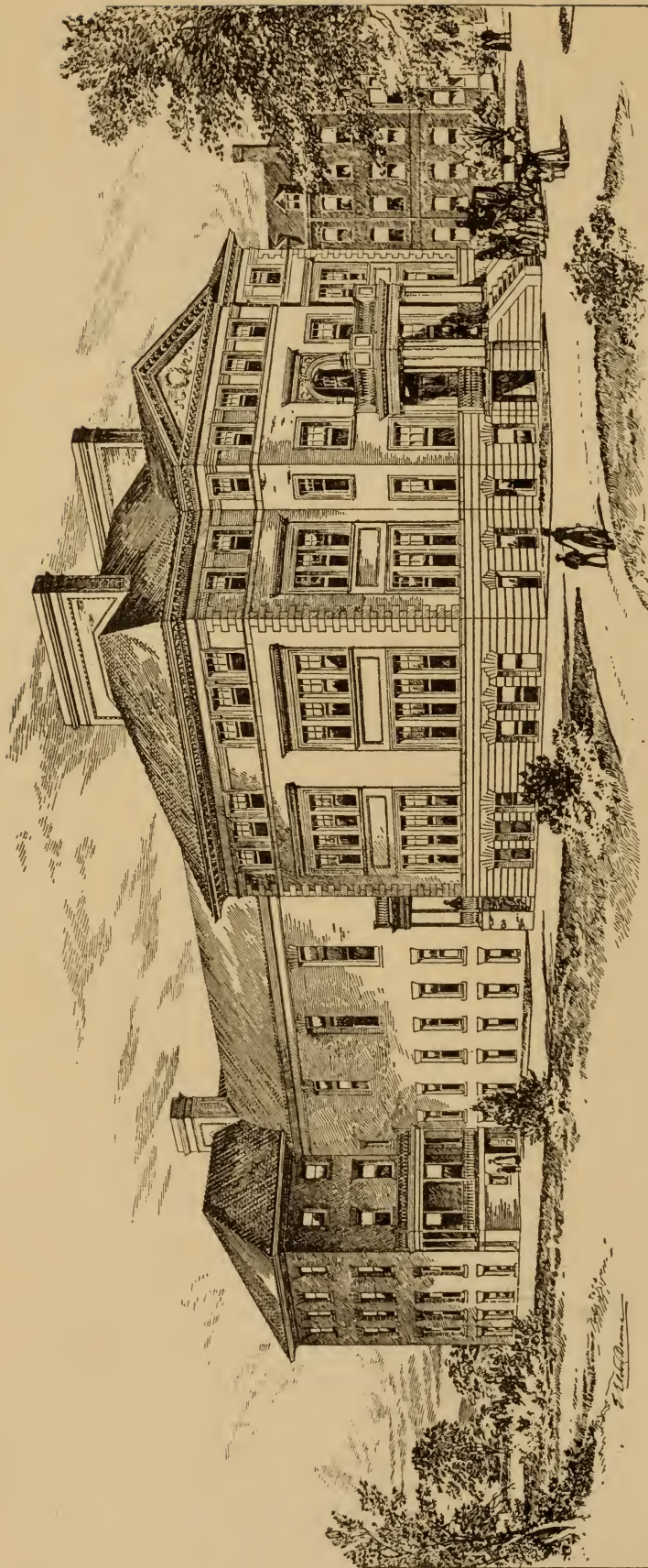
Bannon, Alice M.
Barrows, Estella E.
Boyle, Matilda J.
Breckner, Virginia R.
Brodie, Mary.
Brown, Grace L.
Carr, Emma L.
Carter, Lizzie.
Caulfield, Elizabeth E.
Cole, Carrie W.
Delesdernier, Corinne.
DeLong, Mabel.
Dover, Isabella.
Duggan, Katie J.
Emory, Gertrude E.
Eylward, Josephine.
Flaherty, Margaret.
Fogarty, Margaret M.
Foss, Jennie.
Higgins, Mary L.
Hildreth, Grace.
Hilgenberg, Johanna.
Hoisington, Mary H.
Howard, Lily B.
Joslyn, Edna A.
Kent, Bessie Eva.
Keyes, Teresa J.

Knowlton, Etta F.
Lord, Amadée.
Meisel, Ruphina.
Minahan, Margaret.
Morgan, Clara.
Morse, Maria T.
Murphy, Maria J.
Murtha, Mary Ann.
Neff, Calla A.
Nickles, Harriet A.
Noble, Annie K.
Norris, Hattie E.
Ousley, Emma.
Perry, Ellen.
Ramsdell, Harriet M.
Reed, Nellie Edna.
Rich, Lottie B.
Ricker, Annie S.
Risser, Mary A.
Rock, Ellen L.
Roeske, Julia M. B.
Smith, Florence G.
Smith, Nellie J.
Snow, Grace Ella.
Thomas, Edith M.
Tierney, Mary E.
Tisdale, Mattie G.

Tomlinson, Sarah E.
Ulmer, Effie M.
Walcott, Etta A.
Warrener, Louisa.
Welfoot, Florence E.
West, Rose A.
Wilbur, Carrie M.
Wilson, Eva C.
Baker, Frank G.
Backman, J. Victor.
Beckman, J. Arthur.
Black, Charles.
Bond, Samuel C.
Bond, William H.
Brinn, Frederick C.
Burnham, John N.
Carney, Frederick.
Clark, Frank A.
Clark, J. Everett.
Clennan, William T.
Coffey, James.
Cook, Royal R.
Corliss, Albert F.
Davis, James S.
Dayton, Reuben G.
Devlin, Neil J.
Dutra, Joseph J.
Forrester, Charles.
Geisler, John H.
Girard, R. George.
Gosselin, Wilfred.
Harmon, Everett M.
Heath, William Edward.
Henley, John.
Hill, Henry.

Hogan, George H.
Ingalls, Jesse A.
Irving, Frederick.
Jackson, Clarence A.
Jennings, Harry A.
Kenyon, Harry C.
Kerner, Isaac.
Leutz, Theodore C.
Lynch, William.
Madsen, John.
Mannix, Lawrence P.
McCarthy, Daniel.
McCarthy, William.
McDevitt, Cornelius.
Meagher, William H.
Messer, William.
Miles, Henry R. W.
Miller, Reuel E.
Mozealous, Harry E.
Muldoon, Fred. J.
Newton, Wesley E.
Nichols, Orville.
O'Brien, Francis J. L.
O'Connell, John P.
O'Donnell, Isidore A.
O'Niel, Patrick.
Pickering, Jesse E.
Putnam, Herbert A.
Rasmussen, Peter A.
Reynolds, Henry L.
Robair, Charles.
Rochford, Thomas.
Sabins, Weston G.
Schuerer, Eddie.
Sherman, Frank C.

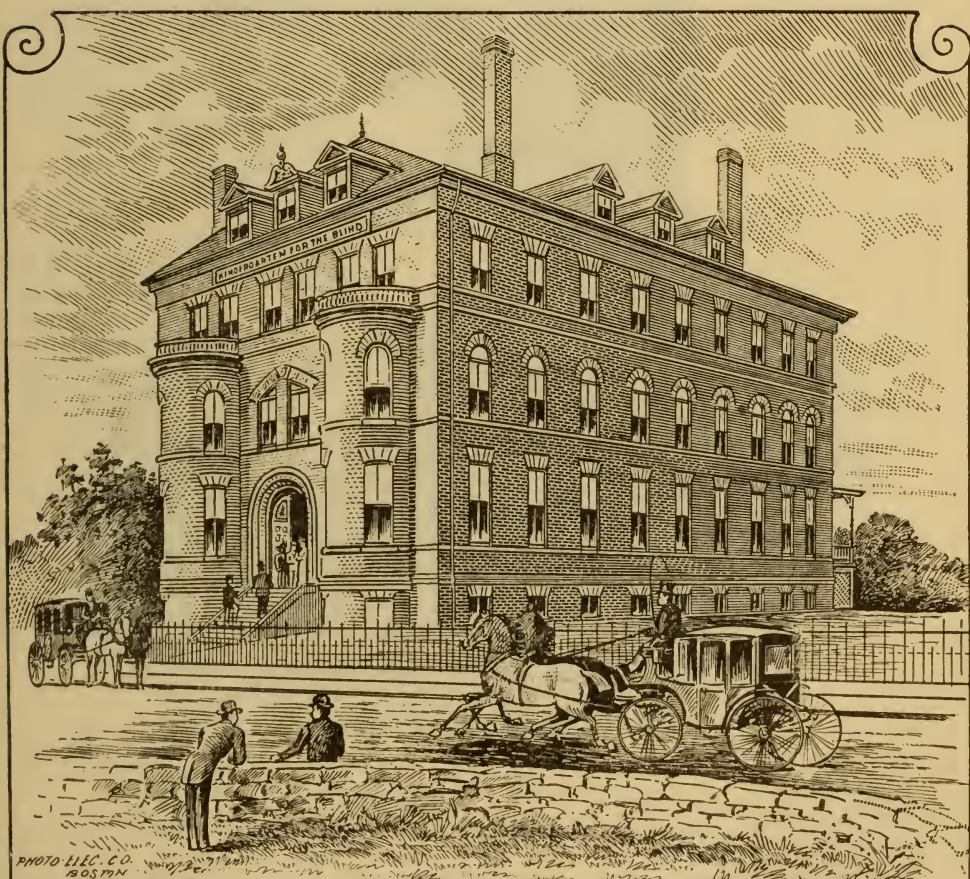
Smalley, Frank H.	Tumblety, Michael.
Smith, Eugene S.	Walsh, Joseph.
Sticher, Charles F.	Weaver, Frank V.
Strout, Herbert A.	Welch, Harry W.
Sullivan, Michael.	Wenz, Albert J.
Tracey, Merle Elliott.	White, Richard.
Trask, Willis E.	Wilkins, James A.
Tucker, Henry R.	Wrinn, Owen E.



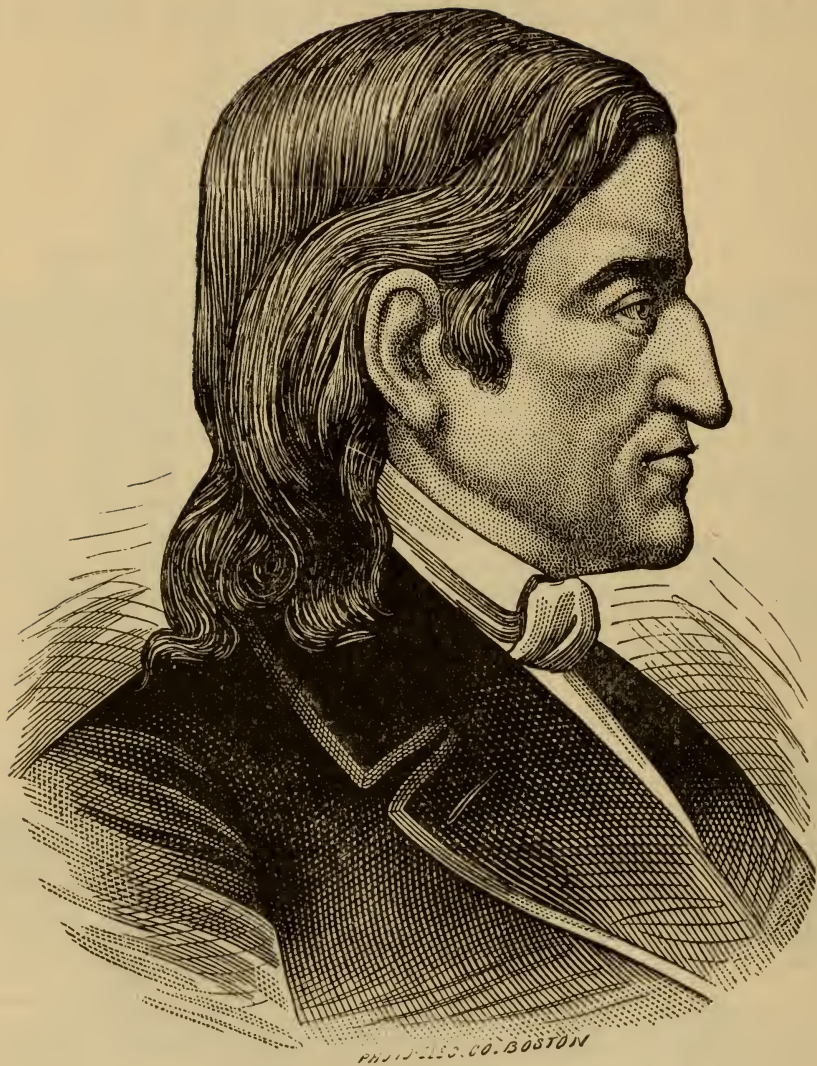
MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (Incomplete.)

SEVENTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1893.



BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1894.



Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION

1893-94.

SAMUEL ELIOT, LL.D., *President.*

GEORGE S. HALE, *Vice-President.*

EDWARD JACKSON, *Treasurer.*

M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

EDWARD BROOKS.
WILLIAM ENDICOTT, JR.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
HENRY MARION HOWE.
EDWARD N. PERKINS.

WM. L. RICHARDSON, M.D.
LEVERETT SALTONSTALL.
HENRY STONE.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

LADIES' VISITING COMMITTEE.

MRS. ELIZABETH C. AGASSIZ.
MRS. WILLIAM APPLETON.
MISS CAROLINE DERBY.
MRS. MAUD HOWE ELLIOTT.
MISS CLARA T. ENDICOTT.
MISS OLGA E. GARDNER.

MRS. JOHN C. GRAY.
MRS. THOMAS MACK.
MRS. E. PREBLE MOTLEY.
MISS LAURA NORCROSS.
MISS EDITH ROTCH.
MISS ANNIE C. WARREN.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Boys' Department.

MISS ISABEL GREELEY, *Principal Matron.*
MISS NETTIE B. VOSE, *Assistant.*
MRS. SARAH J. DAVIDSON, *Kindergartner.*
MISS L. HENRIETTA STRATTON, "
MISS CORNELIA C. ROESKE, *Music Teacher.*
MISS LAURA A. BROWN, *Teacher.*

MISS ANNA MOLANDER, *Teacher of Manual Training.*

Girls' Department.

MRS. J. M. HILL, *Matron.*
MISS CORNELIA M. LORING, *Assistant.*
MISS FANNY L. JOHNSON, *Kindergartner.*
MISS ELEANOR MCGEE, "
MISS ELFIE M. FAIRBANKS, *Music Teacher.*
MISS EFFIE J. THAYER, *Teacher.*

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887 :—

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows :—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker*.

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President*.

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN: — We have the honor to present the seventh annual report of the Kindergarten for the Blind, covering the year ending Sept. 30, 1893.

The year has been prosperous, growth having been made in every direction. If we cannot announce that our wishes have reached their final fulfilment, we can at least report substantial progress. The health of the school has been good, there having been but one case of severe illness.

OPENING OF THE NEW BUILDING.

The event of the year has been the completion of a second building, and the erection of a hall and gymnasium which will constitute the central portion of the administration building. The new structure relieves the crowded condition from which the household had for some time suffered, and allows us to receive many other applicants,

some of whom had long been waiting. The additional accommodations made it possible to divide the school, and the original building is now occupied by the boys, while the new house is the home of the girls. The building was completed in January, and was opened on the 27th of that month for the reception of the children. Dedicatory exercises were held in the new hall, on Froebel's birthday, April 21. A full account of this occasion will be given in the report of the director.

RAPID GROWTH OF THE KINDERGARTEN.

Nearly six years and a half have elapsed since the infant school was opened. It had one building and began with ten children; but through the liberality of its friends and benefactors it has been steadily growing and extending the sphere of its usefulness. It occupies now two complete buildings, and a part of a third which is unfinished, and the number of children who are at present enjoying its advantages amounts to sixty-four.

This shows a most gratifying state of things. Few enterprises in behalf of afflicted humanity have been attended with such certain and palpable success. Fewer still have stronger claims upon the bounty of the public; and, while it affords satisfaction to find that the infant school has reached a great measure of beneficence, we deem it our duty to ask for further help. We must

provide for the children who have lately come to us, as good a home, as tender care, as wise and gentle teaching, and we must surround them with as helpful influences as those which were procured for the first group of ten, — influences which have conquered the reluctance of parents to trust their helpless little ones to our care and inspired them with confidence in the value of the kindergarten. To meet this expense we need a similar endowment fund of \$100,000. A part of this amount has already been contributed by warm-hearted friends. The sum of \$70,000 more will give an annual income which will enable us to care for and educate the new-comers, and make the blessed work permanent for their successors. The greatness of the need constrains us to ask for this sum, and we believe that love for little children will second our appeal with a power that will bring a generous response.

The debt of \$18,500 which still remains upon the new buildings is a heavy burden upon us, and we trust that the public will sustain our efforts by assisting in its payment.

THE VALUE AND NEEDS OF THE KINDERGARTEN.

The time for pleading the cause of the kindergarten has gone by, never to return. Everywhere it prevails or is about to prevail. The truth of its underlying principle that children, especially those of tender age, are to be treated as children and

not as miniature men and women, is undeniable. Long years and centuries wasted in educating children as if they were grown people cannot be weighed in the balance against the more modern idea of educating them simply as children, and of this idea the kindergarten is the chief embodiment. Whatever it suffers from exaggerations or deficiencies of treatment, however objectionable some of its aspects may be, its essential nature remains unquestionable.

Capable of the most admirable service to all young children it is especially serviceable to the blind. To them it ministers in every manner of helpfulness. It trains their hands and their limbs, it aids them not only to work but to play, and not merely in the school-room but in the dining-room, the chamber, and out of the house in their games and their walks. It trains all their senses, save the one of which they are deprived, quickening those which supply the want of sight and bringing the blind nearer and nearer to an equality with the seeing. It trains their intellectual and moral natures, and sometimes with such success that the sightless child is positively in advance of the child with sight, whether we regard his intelligence or his sense of duty. First and last its object is to do all that training can do to lighten the burden of the blind, to reduce their drawbacks to a minimum, and to prepare them for the higher education which awaits them in growing years.

It is easy to speak of all this, but not so easy to do it. Teachers of a high grade, school-houses of a superior plan and equipment are needed, or the children suffer. More teachers are required. The quota of seeing pupils which a teacher can handle is much larger than that of those who cannot see, and smaller classes must be formed if any adequate results are to be expected. It is particularly important that the training of sightless little children should be personal, adapted to each child, — each spirit, mind and body, — and the teachers who can give this training are the minority of their profession. But we must seek them and find them for our kindergarten or it is doomed to failure.

These things are self-evident, and require no argument from us. We speak of them, not because they are unknown to most of those whom we address, but simply because they oblige us to renew the appeal, made over and over again for our kindergarten. We must have brains, we must have hearts to carry it on; we must have all the material provisions on which its existence depends; and in order that these absolute necessities may be supplied, we must have money. Boston can never consent, Massachusetts can never consent that one of the blind children in the city or the state seeking what we have to give, should be turned from our doors because our treasury is empty. Therefore in their name, the name of our city, the name of our state, and in the greater name of our

humanity, we once more ask the benevolent men, women and children to whom this report may come for the aid on which our work depends, for the sympathy which will make it strong, and the pecuniary contributions which will make it secure. Its early friends and supporters are already passing away. Many of them were old or growing old when it began, and their long continuance could not have been hoped for. But now that they have left it to those coming after them, new friends, new supporters are to be found, that the work may go on, and they are to be sought in increasing numbers, and in an ever widening circle of sympathy, that the work may grow as it progresses and minister to the ever increasing numbers of those who require its ministry.

It needs eighteen thousand and five hundred dollars at once. It will need ten thousand more in the coming year. Shall it ask in vain for a sum not small in itself, but small in comparison with the immense good which it can accomplish for our pupils, and for those who are constantly seeking admittance? Their number has greatly increased since the opening of the school, and we are to care for them, and be grateful that we can care for them. But the means are not yet sufficient. Our annual expenses are to be met, our endowment fund must be completed, before the enterprise in all its fair proportions can be established on a firm basis. If any one doubts its value, or its claim

upon the community which it serves, we pray him to spend an hour in the kindergarten, to see its kindly ministries in operation, to witness the peace and comfort and joy of its children, the devotion of their teachers, and he will be glad with us for the opportunity of helping a work so full of mercy and of hope.

Nor is he far astray who deems
That every hope which rises and grows broad
In the world's heart, by ordered impulse streams
From the great heart of God.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

The kindergarten exercises were placed among the first numbers on the commencement programme, that the children might sooner be relieved from needless restraint. Four small boys and as many girls were led to a table near the front of the stage and their hands were soon busy with clay, fashioning the blossoms and garden implements which were to be used in their play announced as "Our Flower Garden." While the class was at work, Hon. Harvey N. Shepard was introduced as a friend of the kindergarten, and made the following eloquent appeal in behalf of the enterprise.

PLEA OF HON. HARVEY N. SHEPARD.

The rapid play of the deft fingers of these sweet little children appeals to you and me with so much pathos and strength that, were it not for the promise I have given, and the hope my few words may even a little help this blessed cause, I should

ask to be permitted to remain silent. It is a noble work which has been done in our midst by Dr. Howe, his not unequal successor, Mr. Anagnos, Dr. Eliot, and these trustees, officers and teachers; and, while they will garner no large reward in this life, on that great day of the gathering of all mankind in the presence of our Heavenly Father, we have the promise they shall hear the Savior say: "Inasmuch as ye have done it unto one of the least of these ye have done it unto me." We rejoice that Mr. Anagnos brought back from Europe three years ago renewed health, and continues to find his heart grow young in his loving care for his big and increasing family.

You know this institution and its buildings in South Boston and Jamaica Plain; and you have come with eager sympathy each year to these commencement exercises. You listen with rapt ears to the music and speaking, and you watch with earnest gaze the gymnastics and drill and modelling; but think how wonderful it all is! Find me, if you can, in the limits even of this famed commonwealth, another school, where the pupils all see and hear and speak, which does so much and so well. The methods followed here have been a most efficient cause in the improvement of our public education and in the replacing of the old routine with sensible training; and for this the whole community owes a never ending debt of gratitude to these devoted teachers. But these pupils do not see, and some of them do not speak nor hear, and nevertheless to this marvellous perfection they have come. When we reflect upon the physical, mental, and moral weaknesses, seemingly inherent in the blind: their lack of vital force, their diffidence, their aversion to motion and application; and then turn to these quick, healthy, and buoyant boys and girls and children, words fail to express our admiration. Here we have vigorous and alert minds dwelling in sound and strong bodies; and the harmonious growth of all the faculties has been such that these graduates will miss few of the opportunities of life. There is one noticeable feature in the exercises of this institution, and that is the ever present influence of music. It is not strange it is so when we remem-

ber the blood of what race courses in the veins of Mr. Anagnos ; and as we recall that the Greeks were the best models of physical beauty the world has seen, and that theirs also are the choicest productions of literary and artistic work, we cannot doubt the great part music has had and may have again in the wholesome and happy development of the whole man.

But I wander from the theme assigned me. It is not the institution in its larger sense ; only a department of it, the kindergarten. It is an essential department, for there are capacities of early childhood which must be trained then and there if ever afterward they are to do excellent work. Look upon these dear, sightless little children ; think that, were it not for this school, they might now, though of our own kith and kin, nevertheless be aliens, cut off from all intercourse, wrapt in solitude and darkness, ignorant of God and his world, and of its creatures, living yet dead ; see this boy and girl, Tommy Stringer and Willie Robin, who not only are blind but also deaf and dumb ; reflect for a moment on the miracles which have been wrought in the unsealing of the closed senses ; and our hearts swell with pride and thanksgiving that we are privileged to look upon as fellow-townsmen those who have done these great things.

Six years ago the general court authorized the maintenance of a kindergarten for the blind. A beautiful site was chosen, and a building erected which was soon filled to overflowing, so that another was begun and dedicated this winter. Upon it, alas ! is a debt of twenty thousand dollars. Nor is this all. In place of thirty-six children there are fifty-four, and, of course, twice as many teachers and officers to care for and train them. The running expenses, then, are twice as large as formerly, and, unless the receipts grow also, there must be a yearly deficit. The best way will be to increase the endowment fund, and so provide a permanent and known income. Seventy thousand dollars will do it. Can it be in this city there is any doubt, even for one moment, that these sums, twenty thousand dollars to clear the buildings of debt, and seventy thousand

dollars for the endowment fund, or ninety thousand dollars in all, will not be subscribed, pledged and paid over forthwith? I am sure the presiding officer of these exercises feels no such doubt. He is too familiar with the charities of Boston not to know how quickly and generously its great heart responds to each and every call for aid. I am sure Mr. Anagnos feels no such doubt, though no one recognizes more clearly than he the seriousness of the situation, and the urgent need of this money if the efficiency of the kindergarten is to be continued, if its holy mission is to continue, and if other sightless little children are to be saved, as these have been, from the woes of misery and neglect. It cannot be that the cry of these stricken lambs of the human fold shall not be heard and answered.

On their behalf I appeal to you and to your relatives and friends, to the good people of our dear city, and to all, wherever they may be, rich or poor, old or young, who love our common humanity, not to let this blessed work fail, or halt even, for lack of money. Each one of us can do a part, can give something,—for the endowment fund, for current expenses, or for the new building; and to those who are favored with wealth there is a glorious opportunity to build for themselves a memorial more enduring than the pyramids of the Nile, more magnificent than the hanging gardens of Babylon, and more beautiful than the temples of Greece and Rome and the cathedrals of modern Europe.

I have sometimes thought what a privilege it must have been to hear Homer recite his matchless poems, or Demosthenes rouse the Athenians against Philip of Macedonia, or Virgil sing of the founders of Rome, or Milton of the war in heaven and Paradise lost and regained. I should like to have seen the three hundred Spartans who held the narrow pass of Thermopylæ against the myriad hosts of Xerxes, or the Roman legions as they marched out of the seven-hilled city to the conquest of the world, or to have heard the scream of their eagle as he made his flight unvexed from the pillars of Hercules to the sands of Arabia, and from the rushing water of the blue

Danube to the tall palms of Sahara. I should like to have been with Galileo when he turned his telescope to the skies and discovered the paths of the planets, or with Columbus when his anxious eyes were first gladdened by the sight of land and he had found a new continent, or with Washington as he received the sword of Cornwallis and knew the liberty and independence of his country had been gained. No one of these things, though, nay! not even all together, equal in beauty and real worth the exercises of these little blind children before us, and may God grant that day shall never come when men, women or money shall fail to continue this holy work.

At the conclusion of this address the children were ready with their models, each of which was suitably described by them, and the intervals between the descriptions were filled with appropriate songs by the class. Both Willie Elizabeth Robin and Tommy Stringer took part in this exercise. Willie, who has neither sight nor hearing, informed of her turn only by a slight touch, held her flowers so that all could see them and said, *viva voce*, "I have made beautiful little daisies and violets." Her tones were clear and many of her words were distinctly heard all over the house. Her unconsciously pleading attitude, as she stood with uplifted hands, added to the pathos of the scene.

Last in the row of eight was Tommy, who was eager to tell what he had made. His expressive face was aglow with delight as he said with his fingers, using the manual alphabet, "This is a trellis for a morning-glory to climb upon." After singing another song, all the children joined in a

game representing flower beds, some of the group selecting one or another of their companions, saying as they presented the latter to the audience, "This is a lily," "This is a rose." The gaiety and interest with which they entered into the play were charming to see.

The kinder-orchestra is worthy of special mention as showing the excellent results of early training in music. The selection rendered was an original composition by Miss Cornelia C. Roeske, one of the music teachers in the school. The young musicians seemed to enjoy the little melody and played with spirit and skill. The performance was followed by an appreciative encore from the audience, and the whole exhibition was so well received as to inspire the hope that it may exert a strong influence in favor of this noble work.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

REPORT OF THE MATRON.

To Mr. ANAGNOS, Director.

SIR: — I have the honor to submit the following brief report of the kindergarten for the year ending September 30, 1893.

The cycle of seven years which will soon be completed has been a period of such rapid growth and uninterrupted prosperity in this department of work for the blind, that we are justified in looking to the immediate future to see the consummation of ardent wishes, and the realization of larger hopes, as well as the achievement of further arduous undertakings.

It becomes more and more evident, that systematic instruction of the blind should begin in very early youth. Undeveloped bodies, untrained hands, and undisciplined minds ought not to be left in a state of arrested evolution, or to chance unfolding. The painful consequences of delay in this matter are only too evident in many cases which come under our personal observation, while instances can be multiplied to show the favorable results of early training. Our intelligent and sympathetic teachers are tireless in their efforts to aid individual children, and to this devotion is due the surprising change which is brought about, often in a few weeks' time. More than one mother has said, even at her first visit, "I should

not have known him. I could never interest him in any thing, and I feared he was not bright. He did not seem to know how to play." Knowledge of the child's needs and a command of resources, together with love of children, are potent factors in overcoming physical, mental and mortal inertia. One little fellow who came recently and who cannot use the word "kindergarten," flatters us, though ever so delicately and unconsciously, by calling it "Kingdom Come."

Scores of sightless children in New England are growing up, not in ignorance only, but in helplessness of both mind and body. The personal effort which is needed to search out these cases and to assist in bringing them to our notice can be efficiently rendered by all who recognize the claims of misfortune.

The past year has been a transitional period in our history. Many changes have occurred, and these have made possible rearrangements of households, and a far more systematized and satisfactory adjustment of all the work of the school. As the new building was not ready at the beginning of the term, the work was carried on in the house which we had occupied from the opening of the kindergarten. Much inconvenience and a measure of confusion resulted from the unavoidable overcrowding, but we looked hopefully toward the completion of the new house, the finishing of which was rapidly pushed. On the 27th of January, 1893, twenty girls were transferred to their new home, and a second household was formed which numbered, with its complement of teachers, officers and domestics, thirty-one. The building was dedicated on Froebel's birthday, April 21st. The number of pupils was soon augmented by the admission of applicants who

had long awaited this opportunity to enter the kindergarten. At the end of the year there are sixty-four pupils, thirty girls and thirty-four boys.

The new gymnasium is well adapted to its use. It is supplied with the best apparatus, and physical exercise receives careful attention. The free standing Swedish movements have proved beneficial to our small children, aiding them to correct and to overcome bad habits. In cases of retarded physical development and of constitutional delicacy of organization there is need of a course of medical gymnastics. While the exercises of the gymnasium are of unquestioned value, nothing can take the place of out-of-door play for these children. Romping and running, games and sports, and walks which create an interest in the outside world, will make healthy and happy boys and girls.

A long-felt need has just been met by the introduction of sloyd as applied to sewing and knitting. The instruction in this work is given by Miss Anna Molander of Finland, a teacher of experience in the schools of that country. The application of the principles of sloyd to this department of handicraft is of great value, especially to the blind, and the results of the training of these little children in its methods are already noticeable.

An exhibit was prepared for the World's Fair, which represented all the kindergarten gifts and occupations. The work compared most favorably with that of seeing children, showing a dexterous and skilful use of the needle, neatness in execution, and some original ideas which were highly creditable.

We record with gratitude the entire freedom of both households from epidemic diseases during the year. One

little girl has developed a lingering complaint, but this, we have reason to hope, is yielding to skilful treatment. With this single exception, the health of the children has been exceedingly good. We desire, in this connection, to acknowledge the many favors which we have received from the Children's Hospital, and the great kindness of our attending physician, Dr. Henry W. Broughton, who continues to render voluntary service most generously.

In kindergarten training, music holds an important place. Every requirement for thorough work in this department is fully met, and the results are satisfactory. One pupil receives instruction on the violin, and thirty-five on the pianoforte. All the pupils are arranged in classes which meet daily for instruction and practice in singing. The performances of the kinder-orchestra have been very much improved.

We are indebted to Mrs. J. T. Coolidge for the gift of an automatic organ; and to Mrs. Oliver Ames for a fine cornet.

Grateful acknowledgment is due to the Ladies' Visiting Committee for frequent visits and for timely suggestions and advice. The personal interest which is manifested in our work is both inspiring and helpful.

The King's Daughters of Newton have generously contributed clothing for the benefit of several children, who were needy, in addition to defraying the expense for board of three children during the summer vacation.

The Sunday-school class of Miss L. M. Angus, First Congregational Church of Chelsea, raised seventy-five dollars for the board of Willie Elizabeth Robin for the summer.

We are under great obligations to Mrs. Thomas Mack

for the gift of a set of ventilators for the school rooms. A generous supply of towelling was also contributed by Mrs. Mack.

These few years of instruction and training have developed in Willie Elizabeth Robin many interesting mental characteristics, as well as the ability to communicate freely with those about her. She has long used the manual language with great facility, but her achievements in articulation lead us to anticipate with confidence that she will eventually rely upon this means of intercourse. The quickness and delicacy of Willie's perceptions amount almost to intuition. She is a close observer and an eager questioner. Both in the ability to think and to reason, and in the execution of tactile tasks, she is at the head of her class.

In October, 1892, it was decided that Willie should visit her home in Texas, accompanied by her teacher. She took an eager interest in all the necessary preparations for the journey, and nothing gave her more pleasure than to be allowed to render some assistance in making ready for the great event. A charming memory will long remain of the scene in the railway station while Willie *said* her good-byes. The child's sweet face and animated figure, her eyes full of joy and gladness, her whole being expressing radiant youth, gave no suggestion of the sad limitations of which she is so little conscious.

There is pathetic interest in the story of the meeting with her parents and sisters, and of her visits to the several places where she had lived. Early childish experiences were recalled, and Willie fully realized the change which had taken place in herself,—the darkness from which she had emerged into light. Willie returned to

the kindergarten in January, and resumed at once her customary tasks, apparently with keen enjoyment. The summer vacation was spent, as last year, with Miss Poulsson.

Reviewing the work of the year, we are gratified to record the progress which has been made by Tommy Stringer. At the beginning of the year he knew barely two hundred words and could use only sentences of a few words each. Tommy is now seven years old. The following is a programme of his daily work, varied, of course, as circumstances may require.

He dresses without any assistance, and after breakfast is over he makes his own bed. All his tasks are very neatly done. During the first school hour he receives the morning talk and object lesson with his class, the teaching being interpreted to him by his private teacher, who sits by his side during all the class work. The Gift and gymnastics follow in order, and then a brief lesson in writing, leaving time for a walk before dinner. The Occupation, reading and knitting, with plenty of time for play, fill the afternoon hours.

An exceptional instance of readiness in mental activity was shown when Tommy began to learn to read. A few preliminary lessons were given to him and in a week's time he was reading in a book. He enjoys classwork and makes better progress when with other boys than when working alone with his teacher. He has prepared a full set of kindergarten sewing and weaving, which is to be preserved.

During the winter Tommy became interested in watching the growth of plants. He soon assumed the duty of watering them, and this little task affords him great pleas-

ure. He planted some peas and observed with intense delight the development of plant and flower and fruit. When the peas were well grown he gathered and ate them.

The summer vacation was spent with his teacher at her home. The freedom of country life proved very beneficial to him, and he was well and very happy all the time. He became acquainted with the various occupations incident to farm life, and he delighted to render assistance in the milking of cows, and in other work — or play — which familiarized him with animal life and with the processes of agriculture. He went about freely, and he gained steadily in strength and ease of motion.

At the close of the year Tommy articulates some words and a few sentences quite distinctly. The tones of his voice are very pleasing, and there is no doubt of his ability to speak readily, with a due amount of training and practice.

There have been irretrievable losses during the past year in the removal by death of friends whose places can never be filled. The kindergarten has no heritage so precious as the memory of those whose words and deeds and benefactions have made these walls blessed, and the place whereon we have builded, holy ground.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Almy, Lilian.	Barnard, Richie J. C.
Bailey, Minnie A.	Bradley, Edward F.
Coberg, Margaret.	Butters, Albert W.
Colyar, Amy H.	Cunningham, James H.
Forbush, Vinnie F.	Delude, Louis.
Gilman, Lura.	Dewhurst, Henry.
Goggin, Mary.	Dodge, Wilbur F.
Griffin, Martha.	Fuller, Albert.
Hamlet, Ethel.	Harvey, Lyman K.
Heap, Myra.	Jacobson, Guy H.
Hughes, Mattie.	L'Abbé, Henry.
Kennedy, Annie M.	Lawton, George.
Kennedy, Nellie A.	Lester, James.
Kent, Mary Ann.	Levin, Barnard.
Lewis, Jessie.	Manion, Lawrence.
Longley, Cora A.	Martello, Antonio.
Matthews, Clara.	Muldoon, Henry M.
McKensie, Maggie.	Muldoon, Robert D.
Muldoon, Sophia J.	Nilson, Frank.
Newton, Eldora B.	O'Brien, William.
O'Neal, Katie.	Rand, Henry.
Orens, Emily A.	Rochford, Francis J.
Puffer, Mildred E.	Ryan, Edward D.
Robin, Willie Elizabeth.	Simpson, William O.
Root, May E.	Shea, James.
Saunders, Emma E.	Stringer, Thomas.
Thurley, Blanche M.	Stuart, Edwin.
Veasey, Emma A.	Vaughn, William M.
Wagner, Alice M.	Walsh, Frederick V.
Wagner, Grace.	Washington, Arthur S.
Aberg, George H.	Williams, Albert L.
Amadon, Charles H.	Younge, William L.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a general invitation to four operas, two Wagner concerts by the Seidl Orchestra and to several representations of “The Old Homestead.”

To the Händel and Haydn Society, through its secretary, Mr. Charles W. Stone, for forty-eight tickets to one concert.

To Messrs. Abbey, Schoeffel & Grau, through Mr. E. W. Tyler, for sixty tickets to one concert by the Damrosch Symphony Orchestra. To the same for a pass to the entertainment “A Trip to the Moon.”

To Mr. F. P. Bacon, for forty-nine tickets to the first, and thirty-three tickets to the second Wolff-Hollman recitals.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for an average of fifteen tickets to each of four concerts.

To Mr. George Foxcroft, for a general invitation to two Star course entertainments.

To Prof. Carl Baermann, for twenty-nine tickets to each of four chamber concerts.

To Messrs. Steinert & Sons, for twenty-eight tickets to each of two Busoni pianoforte recitals.

To Mr. Ernst Perabo, for ten tickets to one pianoforte recital and a pass for twenty-five to attend a miscellaneous concert.

To Messrs. Smith & Beardsley, for twenty tickets to one concert.

To Mr. Arthur Foote, for six tickets to one concert.

To Mr. John Orth, for four tickets to each of four musicales.

To Messrs. Chickering & Sons, for ten tickets to Fanny Richter's pianoforte recital.

To Mrs. Sherman Raymond, for six tickets to one Beacon Orchestral Club concert.

To Mr. E. W. Tyler, for six tickets to one Brodesky Quartette concert.

To the managers of the Mechanics' Fair, through Mr. E. N. Lafricain, for forty-one admission tickets.

To Mr. J. H. Wiggin, for a pass admitting sixty-two to the performance of "Richelieu."

To the Phillips Church, for fifteen tickets to a course of concerts and lectures.

To the Broadway Universalist Church, through Rev. J. J. Lewis, for a general invitation to all their concerts and lectures.

To the St. John Methodist Episcopal Church, for twenty season tickets to a course of six lectures.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists: —

To Mr. George W. Want, assisted by Mr. George J. Parker, Mr. A. B. Hitchcock and Mr. D. M. Babcock, for one concert.

To the same, assisted by Mr. D. M. Babcock and Mr. Leon Keach, accompanist, for one concert.

To Fraulein Adèle Lewing, for one pianoforte recital.

To Mr. Albert H. Munsell, for one lecture.

To Mrs. Julia Ward Howe, for one lecture.

III.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education, . . .	Boston, Mass.
The Atlantic,	“ “
Boston Home Journal,	“ “
Youth's Companion,	“ “
Our Dumb Animals,	“ “
The Christian Register,	“ “
The Musical Record,	“ “
The Folio,	“ “
Littell's Living Age,	“ “
Zion's Herald,	“ “
The Missionary Herald,	“ “
The Well-Spring,	“ “
The Century,	New York, N. Y.
St. Nicholas,	“ “ “
The Journal of Speculative Philosophy,	“ “ “
American Annals of the Deaf,	Washington, D. C.
The Étude,	Philadelphia, Pa.
The Silent Worker, <i>Inst. for the Deaf-Mutes</i> , Trenton, N. J.	
Church's Musical Journal,	Cincinnati, O.
The Music Review,	Chicago, Ill.
The Messenger,	Ala. Academy for the Blind.
Tablet,	West Va. Inst. for Deaf-Mutes and Blind.
The Inst. Herald, <i>Florida Inst. for Deaf-Mutes and Blind</i> .	
L' Amico dei Ciechi,	Florence, Italy.

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
for the Year ending Sept. 30, 1893.

RECEIPTS.		EXPENDITURES.	
Balance on hand Oct. 1, 1892,	.	Drafts on general account,	\$83,439 80
Income from invested funds,	.	" " kindergarten account,	57,500 00
	.	" " printing account,	6,345 70
From State of Massachusetts,	.	Paid C. J. Peters & Son, account printing,	472 50
" " of Maine,	.	" treasurer for clerk hire,	250 00
" " of New Hampshire,	.	" for check book,	3 00
" " of Vermont,	.	" safe rent,	30 00
" " of Rhode Island,	.	Invested on mortgage,	20,000 00
" " of Connecticut,	.	Balance on hand Sept. 30, 1893,	3,248 45
Legacies, T. O. H. P. Burnham,	.		
" " Mrs. Charlotte Billings Richardson,	.		
" " Mrs. Mary F. Q. French,	.		
Donations,	.		
Amounts received from M. Anagnos,	.		
State of Massachusetts, account Edith Thomas,	.		
Unexpended balance of auditors' draft, M. Anagnos,	.		
	157 71		
	58,426 66		
<i>Kindergarten Account.</i>			
Donations, Mrs. Warren B. Potter,	.		
" " other sources,	.		
Legacies, Mrs. Eliza B. Seymour,	.		
" " Miss Rebecca Salisbury,	.		
" " Mrs. Elizabeth W. Gay,	.		
	\$5,000 00		
	20,229 81		
	5,000 00		
	200 00		
	7,700 00		

Board and tuition, account Tommy Stringer, . . .	400 00	
" " " Guy Jacobson, . . .	300 00	
From State of Maine, . . .	800 00	
" " of New Hampshire, . . .	1,200 00	
" " of Vermont, . . .	300 00	
" " of Rhode Island, . . .	1,300 00	
" " of Connecticut, . . .	2,500 00	
Rents, Jamaica Plain, . . .	769 00	
M. Anagnos, unexpended balance of auditors' draft,	202 18	45,900 99
<i>Printing Account.</i>		
Sale of books and appliances, . . .		497 74
Unexpended balance of auditors' draft, . . .		2 55
Collected on note, . . .		15,000 00
		<u>\$171,289 45</u>

\$171,289 45

Examined and approved.

GEORGE L. LOVETT, }
HENRY ENDICOTT, } *Auditors.*

EDWARD JACKSON, *Treasurer.*

"	"	Atchison, Topeka & Santa Fé R.R.,	588 75		Unexpended balance of draft, . . .	157 71	88,439 80
"	"	Eastern R.R.,	60 00	3,378 75	<i>Kindergarten Account.</i>		
"	"	dividends, Boston & Providence R.R.,	\$300 00		Maintenance, . . .	\$16,240 49	
"	"	Chicago, Burlington & Quincy R.R.,	620 00		Expense of houses let, . . .	74 80	
"	"	Fitchburg R.R.,	280 00		Bills to be refunded, . . .	91 00	
"	"	Boston & Maine R.R.,	186 00		Levelling and grading, . . .	3,496 20	
"	"	Boston & Albany R.R.,	1,184 00		New buildings, . . .	30,812 09	
"	"	rents, 412-416 Fifth street, . . .	\$990 00	2,570 00	Furnishing, . . .	6,583 24	
"	"	" 537 Fourth street, . . .	412 50		Unexpended balance of draft, . . .	202 18	57,500 00
"	"	" 557, 559 Fourth street, . . .	1,334 33		<i>Printing Account.</i>		
"	"	" 541, 543 Fourth street, . . .	850 00		Expenses of office, . . .	\$6,343 15	
"	"	" 583-589 Fourth street, . . .	2,105 00		Unexpended balance of draft, . . .	2 55	
"	"	" 99 and 101 H street, . . .	407 00		<i>Investments.</i>		
"	"	" 11 Oxford street, . . .	420 00		Mortgage note, . . .		6,345 70
"	"	" 8 and 10 Hayward place, . . .	3,666 63		Balance on hand Oct. 1, 1893, . . .		20,000 00
"	"	" 250, 252 Purchase street, . . .	4,233 32	25,384 68			3,248 45
"	"	" 172-178 Congress street, . . .	6,023 40	1,390 14			
"	"	" 205, 207 Congress street, . . .	4,942 50	769 00			
"	"	work department, men's shop, . . .	.	497 74			
"	"	rents, Jamaica Plain, . . .	.			
"	"	sale of books, account of printing, . . .	.			
				\$98,210 59			
II. Receipts, exclusive of Income.							
<i>General Account.</i>							
Donations,	William Montgomery,	.	\$10 00				
"	F. H. Peabody,	.	75 00				
"	Mrs. E. B. Bryant,	.	50 00	135 00			
<i>Kindergarten Account.</i>							
Donations,	Mrs. Warren B. Potter,	.	\$5,000 00				
"	Endowment fund,	.	13,328 05				
"	annual subscriptions through Ladies' Auxiliary,	.	3,574 57				
"	contributions for current expenses, . . .	.	229 00				
"	for new buildings, . . .	.	3,098 19	25,229 81			
Amounts carried forward, . . .				\$123,575 40			\$171,289 45

GENERAL STATEMENT OF RECEIPTS, ETC. — Concluded.

<i>Amounts brought forward,</i>	.	.	.	.	.	.	.	.	.	\$123,575 40		\$171,289 45
<i>LEGACIES.</i>												
<i>General Account.</i>												
T. O. H. P. Burnham,	.	.	.	.	.	.	.	.	.	\$5,000 00		
Mrs. Charlotte Billings Richardson, additional,	.	.	.	.	.	.	.	.	.	1,007 69		
Mrs. Mary F. Q. French,	.	.	.	.	.	.	.	.	.	250 00		
<i>Kindergarten Account.</i>												
Mrs. Eliza B. Seymour,	.	.	.	.	.	.	.	.	.	\$5,000 00		
Miss Rebecca Salisbury,	.	.	.	.	.	.	.	.	.	200 00		
Mrs. Elizabeth W. Gay,	.	.	.	.	.	.	.	.	.	7,700 00		
Collected on loan,	.	.	.	.	.	.	.	.	.	12,900 00		
Cash on hand Oct. 1, 1892,	.	.	.	.	.	.	.	.	.	15,000 00		
Unexpended balance of auditors' drafts,	.	.	.	.	.	.	.	.	.	362 44		
										13,556 36		
										\$171,289 45		\$171,289 45

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 31,062 pounds,	\$2,988 12
Fish, 4,026 pounds,	254 40
Butter, 5,170 pounds,	1,821 27
Bread, flour, meal, etc.,	1,266 88
Potatoes and other vegetables,	1,174 70
Fruit, fresh and dried,	578 26
Milk, 31,577 quarts,	1,683 27
Sugar, 8,255 pounds,	430 20
Tea and coffee, 881 pounds,	321 00
Groceries,	1,246 59
Gas and oil,	474 13
Coal and wood,	3,264 61
Sundry articles of consumption,	546 97
Wages and domestic service,	6,108 66
Salaries, superintendence and instruc- tion,	23,707 12
Medicines and medical aid,	109 44
Furniture and bedding,	927 75
Clothing and mending,	9 03
Expenses of stable,	341 37
Musical instruments,	660 30
Boys' shops,	14 28
Books, stationery, school apparatus, etc.,	1,541 34
Construction and repairs,	3,604 22
Taxes and insurance,	422 00
Travelling expenses,	92 68
Sundries,	284 11

\$53,872 70

KINDERGARTEN DEPARTMENT, STATEMENT OCT. 1, 1893.

RECEIPTS.		EXPENDITURES.	
Board and tuition, State of Maine,	\$800 00	Maintenance,	\$16,240 49
" " " of New Hampshire,	1,200 00	Expense of houses let,	74 80
" " " of Vermont,	300 00	Bills to be refunded,	91 00
" " " of Rhode Island,	1,300 00	Levelling and grading,	3,496 20
" " " of Connecticut,	2,500 00	New buildings,	30,812 09
" " " for Tommy Stringer,	400 00	Furnishing buildings,	6,583 24
" " " Guy Jacobson,	300 00	Invested,	22,000 00
	\$6,800 00		\$79,297 82
From rents, Jamaica Plain, . . . . .	. . . . .	Cash on hand, . . . . .	. . . . .
" donations, Mrs. Warren B. Potter,	\$5,000 00		3,033 06
" " endowment fund,	13,328 05		
" " annual subscriptions through Ladies' Auxiliary,	3,574 57		
" " contributions for current expenses,	229 00		
" " for new building,	3,098 19		
	25,229 81		
Legacies, Mrs. Eliza B. Seymour,	\$5,000 00		
" Miss Rebecca Salisbury,	200 00		
" Mrs. Elizabeth W. Gay,	7,700 00		
	12,900 00		
Collected on temporary loan for building,	15,000 00		
Income from invested funds,	9,305 95		
Cash on hand Oct. 1, 1892,	12,326 12		
	\$82,330 88		\$82,330 88

PRINTING DEPARTMENT, STATEMENT OCT. 1, 1893.

RECEIPTS.		EXPENDITURES.	
Income from invested funds, .	\$7,215 87	Labor, .	\$2,767 95
Sale of books in raised print, .	497 74	Stock, .	1,880 13
		Machinery, .	242 85
		Type, .	34 26
		Electrotyping, .	871 30
		Binding, .	821 15
		Books, .	188 55
		Express, freight, etc., .	9 46
		Balance, .	\$6,815 65
			897 96
			\$7,713 61

WORK DEPARTMENT, OCT. 1, 1893.

STATEMENT.

Amount due Perkins Institution from first date, .	\$45,031	23
Excess of expenditures over receipts,	459	18
		<u>\$45,490 41</u>
Salaries and wages paid blind people, .	\$4,048	27
Salaries and wages paid seeing people, .	3,967	63
Amount paid for rent, repairs, stock		
and sundries,	10,692	21
		<u>\$18,708 11</u>
Cash received during the year,	18,248	93
		<u>\$459 18</u>
Stock on hand Oct. 1, 1893, .	\$3,251	68
Receivable bills Oct. 1, 1893, .	2,920	67
		<u>\$6,172 35</u>
Stock on hand Oct. 1, 1892,	6,010	43
		<u>161 92</u>
Loss,		<u>\$297 26</u>

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1893:—

<i>Real Estate yielding Income.</i>		
Building 8 and 10 Hayward place, . . .	\$51,000 00	
Building 250 and 252 Purchase street, . .	44,000 00	
Building 172-178 Congress street, . . .	77,000 00	
Building 205 and 207 Congress street, . .	59,000 00	
House 11 Oxford street,	8,000 00	
Houses 412, 414, 416 Fifth street, . . .	9,900 00	
Houses 424, 426, 428 Fifth street, . . .	20,760 00	
House 537 Fourth street,	4,800 00	
Houses 541, 543 Fourth street,	9,600 00	
Houses 557 and 559 Fourth street, . . .	15,500 00	
Houses 583, 585, 587, 589 Fourth street, .	21,200 00	
House 99 and 101 H street,	3,300 00	
		\$324,060 00
<i>Real Estate used by the Institution.</i>		
Real estate used for school purposes, South Boston,		288,378 00
Real estate used for school purposes, Jamaica Plain,		140,634 00
Unimproved land, South Boston,		8,225 00
Mortgage notes,		146,000 00
Note on demand,		35,000 00
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value,	\$5,790 00	
Fitchburg R.R., preferred, 70 shares, value,	6,222 20	
Chicago, Burlington & Quincy R.R. 100 shares, value,	13,708 04	
Boston & Maine R.R., 31 shares, value, .	3,938 96	
Boston & Albany R.R., 148 shares, value, .	29,933 00	
		59,592 20
<i>Railroad Bonds.</i>		
Eastern R.R., one 6 % bond, value, . . .	\$1,270 00	
Boston & Lowell R.R., one 5 % bond, value,	1,000 00	
Chicago, Burlington & Quincy R.R., 27 4s, value,	26,190 00	
Chicago, Burlington & Northern R.R., 14 5s, value,	14,416 88	
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value,	6,375 00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, value,	8,800 00	
<i>Amounts carried forward,</i>	\$58,051 88	\$1,001,889 20

<i>Amounts brought forward,</i>	\$58,051 88	\$1,001,889 20
Kansas City, Clinton & Springfield R.R., 3 5s, value,	3,051 25	
Atchison, Topeka & Santa Fé R.R., 13 4s, value,	11,470 50	
Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage, value,	3,850 00	76,423 63
Cash,		3,248 45
Household furniture, South Boston,	\$17,000 00	
Household furniture, Jamaica Plain,	10,000 00	27,000 00
Provisions and supplies, South Boston,	\$767 39	
Provisions and supplies, Jamaica Plain,	200 00	967 39
Coal, South Boston,	\$2,479 00	
Coal, Jamaica Plain,	857 00	3,336 00
<i>Work Department.</i>		
Stock,	\$3,251 68	
Receivable bills,	2,920 67	6,172 35
<i>Musical Department.</i>		
One large organ,	\$4,000 00	
Four small organs,	200 00	
Fifty-six pianos,	10,000 00	
Band instruments,	600 00	
Violins,	35 00	
Musical library,	775 00	15,610 00
<i>Printing Department.</i>		
Stock and machinery,	\$4,140 00	
Books,	16,141 00	
Electrotype plates,	12,139 00	32,420 00
School furniture and apparatus,		9,000 00
Library of books in common print,	\$3,350 00	
Library of books in embossed print,	14,452 00	17,802 00
Boys' shop,		431 84
Stable and tools,		851 12
		<u>\$1,195,151 98</u>

The foregoing property represents the following funds and balances, and is answerable for the same: —

INSTITUTION FUNDS.		
General fund of the institution,	\$134,867 01	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
Charlotte B. Richardson legacy,	40,507 00	
John N. Dix legacy,	10,000 00	
Joseph Scholfield legacy,	2,500 00	
Eleanor J. W. Baker legacy,	2,500 00	
T. O. H. P. Burnham legacy,	5,000 00	
		\$295,374 01
Cash in the treasury,		215 39
PRINTING FUND.		
Capital,	\$108,500 00	
Surplus for building purposes,	35,201 82	
		143,701 82
KINDERGARTEN FUNDS.		
Helen C. Bradlee fund,	\$40,000 00	
Mrs. Geo. W. Wales fund,	10,000 00	
Mrs. Warren B. Potter fund,	25,000 00	
Sidney Bartlett legacy,	10,000 00	
George Downs legacy,	3,000 00	
Mary Williams legacy,	5,000 00	
Elisha T. Loring legacy,	5,000 00	
Ellen M. Gifford legacy,	5,000 00	
Joseph Scholfield legacy,	3,000 00	
Mrs. Eleanor Baker legacy,	2,500 00	
Mrs. Lucy A. Dwight legacy,	4,000 00	
Royal W. Turner legacy,	3,000 00	
Mrs. Eliza B. Seymour legacy,	5,000 00	
Mrs. Elizabeth W. Gay legacy,	7,700 00	
Mary H. Watson,	100 00	
Miss Sarah Bradford,	100 00	
Miss Rebecca Salisbury,	200 00	
Funds from other donations,	73,400 00	
		202,000 00
Cash in the treasury,		3,033 06
Buildings, unimproved real estate and personal property in use of the institu- tion, South Boston,		399,136 70
Land, buildings and personal property in use of the kindergarten, Jamaica Plain,		151,691 00
		\$1,195,151 98
Whole amount of property belonging to the kindergarten,		
		\$356,724 06
Whole amount of property belonging to the institution proper,		
		838,427 92
		\$1,195,151 98

FINANCIAL STATEMENT OF THE KINDERGARTEN,

FOR THE YEAR ENDING SEPT. 30, 1893.

RECEIPTS.

Donations —

Mrs. Warren B. Potter fund,

Additional, \$5,000 00

Legacies —

Miss Rebecca Salisbury, \$200 00**Mrs. Elizabeth W. Gay, 7,700 00****Mrs. Eliza B. Seymour, 5,000 00 12,900 00**

\$17,900 00

Endowment fund, 13,328 05

Annual subscriptions through Ladies'

Auxiliary Aid Society, . . . \$3,574 57

Contributions, 229 00

Total for current expenses,

 3,803 57

Donations for new building, . . . 3,098 19

Board and tuition, 6,800 00

Rents, 769 00

Income from investments, . . . 9,305 95

Collected on temporary loan for building, . . 15,000 00

Cash on hand Oct. 1, 1892, . . . 12,326 12

\$82,330 88

EXPENSES.

Maintenance, \$16,240 49

Levelling and grading, . . . 3,496 20

Expenses on houses let, . . . 74 80

Bills to be refunded, . . . 91 00

New buildings, 30,812 09

Furnishing new buildings, . . . 6,583 24

Invested, 22,000 00

79,297 82

Balance Oct. 1, 1893, \$3,033 06

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund, . . .	\$40,000 00
Mrs. Warren B. Potter fund, . .	25,000 00
Mrs. George W. Wales fund, . .	10,000 00
Legacies —	
Sidney Bartlett,	10,000 00
George Edward Downs,	3,000 00
Mary Williams,	5,000 00
Elisha T. Loring,	5,000 00
Ellen M. Gifford,	5,000 00
Joseph Scholfield,	3,000 00
Royal W. Turner,	3,000 00
Mrs. Lucy A. Dwight,	4,000 00
Mrs. Eleanor J. W. Baker,	2,500 00
Mrs. Elizabeth W. Gay,	7,700 00
Mrs. Eliza B. Seymour,	5,000 00
Miss Rebecca Salisbury,	200 00
Miss Sarah Bradford,	100 00
Mary H. Watson,	100 00
Funds from other donations, . . .	73,400 00
	<hr/> \$202,000 00
Cash in treasury,	3,033 06
Land, buildings and personal property in use of the Kindergarten at Jamaica Plain,	151,691 00
	<hr/>
Total amount of property belonging to the Kindergarten,	\$356,724 06

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS

From Sept. 30, 1892, to Oct. 1, 1893.

A. B., fifth contribution,	\$100 00
A friend,	1,000 00
A friend,	50 00
A friend,	25 00
A friend,	10 00
A friend,	5 00
A friend,	5 00
A friend,	1 00
A friend from Allston,	5 00
A friend of the little blind children, additional, .	350 00
A Thanksgiving greeting to the little blind children,	100 00
An Easter greeting to the little blind children, .	100 00
Anonymous,	2 00
Appleton, Mrs. William, tenth contribution, . .	1,000 00
Aspinwall, Mrs. W. H.,	10 00
A warmly interested friend,	1 00
Bacon, Miss Mary P.,	10 00
Balfour, Miss Mary D., sixth contribution, . .	10 00
Barnard, J. M.,	5 00
Bartlett, Miss Mary F.,	500 00
Baylies, Mrs. W. C., third contribution, . .	10 00
Bigelow, Mrs. Prescott, third contribution, . .	50 00
Brett, Mrs. Anna K., Avon,	5 00
<i>Amount carried forward,</i>	<i>\$3,354 00</i>

<i>Amount brought forward,</i>	\$3,354 00
Brewer, Miss Lucy,	10 00
Brown, Miss H. Louisa, annual,	5 00
Burgess, Mrs. S. K., second contribution,	25 00
Burke, T. F.,	5 00
Butterfield, Mrs. A. M.,	1 00
Cabot, Mrs. S.,	25 00
Children of a kindergarten,	4 50
Clarke, Miss Harriet E.,	10 00
Clarke, Mrs. James Freeman,	5 00
Cook, Mr. and Mrs. C. T., Detroit, Mich.,	100 00
Cordner, Miss,	5 00
Cowing, Mrs. Martha W.,	25 00
Crane, Mrs. Zenas M., Dalton,	150 00
Damon, Mrs. Jane E., Westminster,	5 00
D., L. W. and M. M. D.,	50 00
Ditson, Mrs. Oliver,	100 00
Dresel, Mrs. Anna L.,	20 00
Easter Offertory, Trinity Church,	5 00
Eliot, Dr. Samuel, seventh contribution,	100 00
Emerson, Miss Frances V.,	5 00
Emma and Katie,	30
Endicott, Miss Mary E., fourth contribution,	25 00
Evans, Mrs. Glendower,	10 00
Fairbanks, Miss C. L., fourth contribution,	10 00
Farnam, Mrs. Ann S., New Haven, Conn., fourth contribution,	50 00
Fay, Miss S. M., third contribution,	1,000 00
Field, Mrs. E. E. V., annual,	30 00
First Congregational Unitarian Society, New Bed- ford, through Rev. Paul R. Frothingham, annual,	50 00
Fiske, Mrs. Joseph N.,	1,000 00
Friend W. A.,	300 00
<i>Amount carried forward,</i>	\$6,484 80

<i>Amount brought forward,</i>	\$6,484 80
From a friend,	500 00
From a friend, through E. Reed,	5 00
Fuller, Mrs. Caroline A., West Hingham, second contribution,	50 00
German Technical Society, proceeds of lecture,	60 00
Goodhue, George O., Danville, Can.,	5 00
Haimes, Miss Lucy F.,	10 00
Hayden, Mrs. Isaac,	25 00
Hersey, Charles H.,	25 00
Hollis, Mrs. S. J., Lynn,	25 00
Howard, Miss Jennie W.,	2 00
Howland, Mrs. O. O., second contribution,	30 00
Hunnewell, F. W.,	100 00
In memory of M. Day Kimball,	100 00
Jenks, Miss Caroline E., ninth contribution,	5 00
J. T. and R. B.,	5 00
K.,	15 00
Kendall, Miss H. W., second contribution,	50 00
Kent, Mrs. Helena M., third contribution,	500 00
Kindergarten, West Newton, Mrs. Sweetser's,	2 00
Knapp, George B.,	25 00
Ladies at Wellesley,	26 00
Lane, Mrs. Mary S.,	5 00
Lend-a-Hand Club of the Unitarian Church, Belmont,	5 00
Loud, Mrs. S. P.,	5 00
Lowell, Miss Anna C., fifth contribution,	100 00
Lowell, Mrs. George G.,	100 00
Lyman, Mrs. George H.,	10 00
Lyman, John P.,	25 00
Marsh, Miss Sarah L., Hingham,	50 00
Mason, Miss E. F.,	500 00
<i>Amount carried forward,</i>	\$8,849 80

<i>Amount brought forward,</i>	.	.	.	.	\$8,849 80
Matthews, Mrs. A. B.,	.	.	.	.	1,000 00
Matthews, Miss Alice,	.	.	.	.	10 00
Matthews, Miss Nanna Bolton,	.	.	.	.	10 00
Meyer, Mrs. George von L.,	.	.	.	.	100 00
Montgomery, William,	.	.	.	.	10 00
Morgan, Mrs. E. P.,	.	.	.	.	50 00
Morse, Mrs. Leopold,	.	.	.	.	100 00
Motley, Mrs. E. Preble,	.	.	.	.	25 00
Newell, Mrs. M. Abbie,	.	.	.	.	75 00
Nichols, Mrs. Frederick S.,	.	.	.	.	25 00
Norfolk County High School Teachers' Club,	.	.	.	.	5 43
Ober, Louis P.,	.	.	.	.	10 00
Perkins, Edward N.,	.	.	.	.	50 00
Potter, Mrs. Jennie L.,	.	.	.	.	5 00
Potter, Mrs. Warren B.,	.	.	.	.	5,200 00
Rantoul, Miss Hannah L.,	.	.	.	.	25 00
Richards, Miss Elise B.,	.	.	.	.	5 00
Robertson, Mrs. Alice Kent, proceeds of reading,	.	.	.	.	235 00
Rogers, Mrs. Anna B.,	.	.	.	.	5 00
Rogers, Miss Clara B.,	.	.	.	.	2 00
Rogers, Miss Flora E., New York City,	.	.	.	.	100 00
Russell, Miss Marian,	.	.	.	.	100 00
Russell, Miss Mary,	.	.	.	.	5 00
Sabine, Miss M. C.,	.	.	.	.	3 00
Sears, Mrs. K. W.,	.	.	.	.	25 00
Storrs, Mrs. E. K.,	.	.	.	.	25 00
Sunday-school of the Unitarian Church, Belmont,	.	.	.	.	5 00
Sunday-school in Beverly,	.	.	.	.	2 00
Sunday-school of the First Church, Boston,	.	.	.	.	60 00
Sunday-school class in Shepard Memorial Church, Cambridge,	.	.	.	.	17 14
<i>Amount carried forward,</i>	.	.	.	.	\$16,139 37

Amount brought forward, \$16,139 37

Sunday-school in Cambridge, through Gordon H.

Taylor,	17 98
Talbot, Mrs. Isabella W., North Billerica, . .	50 00
Thayer, Mrs. N., Sr., fifth contribution, . .	1,000 00
Thorndike, Mrs. J. H., tenth contribution, . .	100 00
Through Miss E. A.,	2 00
Through Helen Keller,	5 00
Troup, John E., Providence,	50 00
Vaughan, B., Cambridge,	10 00
Vose, Miss C. C., third contribution,	5 00
Wales, George W., annual,	200 00
Warren, Mrs. J. Sullivan, annual,	20 00
Washburn, Rev. A. F., fourth contribution, . .	25 00
Waterston, Mrs. Anna C. L.,	50 00
White, C. J., sixth contribution,	25 00
Whitehead, Miss Mary,	20 00
Whiting, Mrs. S. B., Cambridge,	10 00
Wigglesworth, Dr. Edward,	25 00
Wilson, Miss Edith,	1 20
W., L. H.,	25 00
Wolcott, Mrs. J. H.,	500 00
Yerxa, Helen and Marion,	2 50
Young, Mrs. B. L., fifth contribution,	25 00
Young ladies of Kirk Street Church, Lowell, . .	5 00
Young People's Club of the Unitarian Church, Jamaica Plain,	15 00

\$18,328 05

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary

Aid Society, Miss Olga E. Gardner, treasurer, .	\$2,984 57
Cambridge Branch, through Mrs. E. C. Agassiz, .	500 00
Dorchester Branch, through Mrs. Elizabeth S. Whitten,	90 00
Ames, Rev. Charles G., annual,	10 00
Baker, Mrs. Richard, annual,	50 00
Brett, Mrs. Anna K., Avon,	5 00
Brewer, John, Milton,	1 00
Bumstead, Mrs. F. J., Cambridge,	25 00
Coolidge, Mrs. J. T., annual,	10 00
Goodman, Richard, Lenox, annual,	10 00
Iasigi, Miss Mary V., annual,	15 00
Jackson, Mrs. E. S.,	2 00
Jackson, Mrs. J. B. S., annual,	50 00
St. Agnes Guild, Melrose, through Mrs. H. A. Bush,	5 00
Thorndike, Mrs. J. H., annual,	10 00
Timayenis, D. T.,	10 00
Waters, Edwin F.,	5 00
Whitehead, Miss Mary, annual,	10 00
Women's Baptist Home Mission Society, Hyde Park,	1 00
Wood, Mrs. James B., Concord,	10 00

 \$3,803 57

FOR THE NEW BUILDING.

Alumnæ Association of Perkins Institution, for furnishing,	\$85 72
An Easter greeting to the little blind children, .	50 00
Children of Miss A. L. Partridge's school, Augusta, Me., third contribution,	29 00
Coolidge, Mrs. J. Randolph,	100 00
Faulkner, Miss Fanny M.,	1,000 00
Fuller, Mrs. Caroline A., West Hingham, . .	100 00
Greene, Mrs. Fanny A.,	1 00
In memory of Cora B. Standing, Fall River, for bookcase,	90 00
Ladies of Lynn, through Mrs. Washington Haven, annual,	63 00
Learned, Miss Mollie, New London, Conn., second contribution,	5 00
Motley, Edward, fifth contribution,	100 00
Primary Department of the Highland Congregational Sunday-school, Dorchester,	6 92
Proceeds of entertainments, February 22, by pupils of Perkins Institution,	25 69
Proceeds of fair by children of Sargent street and Howard avenue, Dorchester,	26 86
Proceeds of fair held by Misses Stockwell, Gregg and Brown, Roxbury,	100 00
Rotch, Mrs. Benjamin S., eighth contribution, .	1,000 00
Sears, David, second contribution,	200 00
Thorndike, Mrs. J. H., eleventh contribution, .	100 00
W., Miss C. L.,	15 00

 \$3,098 19

The trustees earnestly appeal to the public for further contributions to the amount of \$18,500, which is still lacking to complete the building fund.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer.*

NO. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

A lover of children,	\$2 00
“ Aunt Madeleine,” Elonor Achison, Jennie Allison, Mary B. Harding, Mary A. Dugan and Harriette B. Reed, Washington, Penn., through Miss Made- leine Le Moyne,	20 00
Brown, Mrs. J. Conklin, Greensboro’, Ga., . . .	10 00
Brown, Warner, Greensboro’, Ga.,	1 00
Cary, Alice,	10 00
Children of the Florence Kindergarten, Florence, .	12 00
Child’s Hour fund,	3 38
Child’s Hour fund, through Miss Lucy Wheelock, .	11 10
Cook, Roy R.,	5 00
E. A. H., through Helen Keller,	5 00
Fay, Miss Sarah M.,	25 00
Fosdick, Mrs. A. M., Mobile,	5 00
From a friend, E. C. E.,	1 00
Goodhue, George O., Danville, Canada, . . .	5 00
Junior Society of Christian Endeavor of First Church, Chelsea,	5 00
Keller, Helen,	5 00
Kindergarten department of Washington street Bap- tist Church, Lynn,	3 25
Kindergarten, Miss Fiske’s, Montpelier, Vt., through Mr. Martin,	1 50
Matthews, Mrs. Annie B.,	50 00
Merry, Miss Isabel, Newark, N. J.,	5 00
Mite boxes of Helen and Edna Carter,	75
Nickerson, Miss Isabel J.,	5 00
Parker, Thomas R., annual,	1 00
Peyraud, Mademoiselle Rosalie J., annual, . . .	1 00
<i>Amount carried forward,</i>	<u>\$192 98</u>

<i>Amount brought forward,</i>		\$192 98
Primary department of the Baptist Sunday-school of Wakefield, through Miss E. M. Greenwood,		8 00
Primary Sunday-school class, Miss M. L. Holt's, Willimantic, Conn.,		2 00
Primary Sunday-school of Church of Pilgrimage, Plymouth,		5 33
Proceeds of fair held in the house of Mr. B. T. Thayer,		11 87
Richards, Miss Annie L.,		12 50
Rodocanachi, John M.,		10 00
Ross, Miss Charlotte,		1 00
Ruich, Amanda,		50
Stanyan, Miss Jennie H.,		2 00
Through A. I. Root, editor of <i>Gleanings in Bee Culture</i> : Two little Stewart boys,	\$1 00	6 00
Anna C. Ash,	5 00	
Through <i>The Child's Hour</i> :		
Ruby and Percy Bramhall,	\$2 00	7 10
Mrs. N. M. Bristol,	5 00	
Alva Clark,	10	
Union Sunday-school of Harmon, Ill., through Silas Ackert, Superintendent,		5 00
Walnut avenue Congregational Church,		5 00
Washburn, Rev. Alfred F.,		10 00
Whitney, Mrs. E. P.,		1 00
Whitwell, Miss Mary, annual subscription for two years,		2 00
Yerxa, Helen and Marion,		2 50
Young, Miss Lucy F., Groton,		1 00
Young People's Auxiliary of Barton square Church, Salem,		5 00
		<hr/> \$290 78

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

ANNUAL SUBSCRIPTIONS,

Through the Ladies' Auxiliary Aid Society, MISS OLGA E. GARDNER, *Treasurer*.

Abbott, Miss A. T., Boston,	\$1 00
Abbott, Mrs. H. W., Boston,	1 00
Abbott, Mrs. J., Boston,	5 00
Abbott, Miss J. G., Boston,	1 00
Adams, Mrs. Waldo, Boston,	5 00
Ahl, Mrs. D., Boston (donation),	25 00
Allen, Mrs. A. H., Boston,	1 00
Allen, Mrs. C. H., Boston,	1 00
Allen, Mrs. F. B., Boston,	2 00
Allen, Mrs. R. L., Boston,	1 00
Allen, Mrs. W. H., Boston,	5 00
Ames, Mrs. F. M., Boston,	1 00
Ames, Mrs. Oliver, Boston,	5 00
Amory, Mrs. C. W., Boston,	5 00
Amory, Mrs. William, Boston,	15 00
Anderson, Mrs. J. F., Boston,	5 00
Appleton, Mrs. William, Boston,	5 00
Appleton, Mrs. William, Jr., Boston,	5 00
Apthorp, Mrs. J. V., Boston,	5 00
Arnold, Mrs. Richard, Boston,	2 00
Atkins, Mrs. Elisha, Boston,	5 00
Ayer, Mrs. J. B., Boston,	5 00
Bacon, Miss E. S., Jamaica Plain,	5 00
Bacon, Mrs. S. M., Boston,	1 00
Bailey, Mrs. H. R., Cambridge,	2 00
Bailey, Mr. J. T., Boston,	20 00
Baker, Mrs. E. H., Boston,	25 00
<hr/>	
<i>Amount carried forward,</i>	<i>\$159 00</i>

<i>Amount brought forward,</i>	.	.	.	.	\$159 00
Baker, Mrs. Richard, Jr., Boston,	.	.	.	.	5 00
Bancroft, Mrs. J. C., Boston,	.	.	.	.	5 00
Barnard, Mrs. M. C., Dorchester,	.	.	.	.	1 00
Barnes, Mrs. C. B., Boston,	.	.	.	.	10 00
Barnes, Mrs. H. J., Boston,	.	.	.	.	5 00
Barnes, Mrs. T. W., Boston,	.	.	.	.	3 00
Barstow, Miss K. A., Boston,	.	.	.	.	5 00
Bartlett, Miss Elvira, Boston,	.	.	.	.	10 00
Bartlett, Miss Mary F., Boston,	.	.	.	.	20 00
Batcheller, Mrs. A. H., Boston,	.	.	.	.	2 00
Bigelow, Mrs. Alanson, Chestnut Hill,	.	.	.	.	1 00
Bigelow, Mrs. G. T., Boston,	.	.	.	.	5 00
Bigelow, Mrs. H., Boston,	.	.	.	.	5 00
Bigelow, Mrs. J. S., Boston,	.	.	.	.	10 00
Bigelow, Mrs. Prescott, Chestnut Hill,	.	.	.	.	10 00
Bigelow, Mrs. Prescott, Jr., Jamaica Plain,	.	.	.	.	5 00
Bigelow, Mrs. S. H., Boston,	.	.	.	.	5 00
Billings, Mrs. J. B., Boston,	.	.	.	.	1 00
Blake, Mrs. G. B., Boston,	.	.	.	.	10 00
Blake, Mrs. S. P., Boston,	.	.	.	.	5 00
Bleakie, Mrs. J. S., Boston,	.	.	.	.	5 00
Boardman, Mrs. T. D., Boston,	.	.	.	.	2 00
Bradley, Mrs. Richard, Boston,	.	.	.	.	1 00
Bremer, Mrs. J. L., Boston,	.	.	.	.	5 00
Brewer, Mr. John R., Boston,	.	.	.	.	5 00
Briggs, Dr. E. C., Boston,	.	.	.	.	2 00
Brodtt, Mrs., Boston,	.	.	.	.	1 00
Brooks, Mrs. Peter C., Boston (donation),	.	.	.	.	50 00
Brown, Mrs. Buckminster, Boston,	.	.	.	.	3 00
Brown, Miss H. L., Boston,	.	.	.	.	2 50
Brown, Mrs. J. Conklin, Greensboro', Ga.,	.	.	.	.	2 00
Brown, Mrs. Samuel N., Boston,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$362 50

<i>Amount brought forward,</i>	.	.	.	.	\$362 50
Browne, Miss H. T., Boston,	.	.	.	.	10 00
Bryant, Mrs. E. B., Boston,	.	.	.	.	5 00
Bryant, Mrs. J. D., Boston,	.	.	.	.	2 00
Bullard, Mrs. William S., Boston,	.	.	.	.	10 00
Bumstead, Mrs. Freeman, Cambridge,	.	.	.	.	5 00
Burchardt, Miss E., Boston,	.	.	.	.	1 00
Burnham, Mrs. Arthur, Boston,	.	.	.	.	2 00
Burnham, Mrs. H. D., Boston,	.	.	.	.	5 00
Burnham, Mrs. J. A., Jr., Boston,	.	.	.	.	5 00
Burr, Mrs. Winthrop M., New York, N. Y.,	.	.	.	.	2 00
Butler, Mrs. J. H., Boston,	.	.	.	.	2 00
Cabot, Mrs. J. S., Boston,	.	.	.	.	10 00
Calef, Mrs. B. S., Boston,	.	.	.	.	5 00
Cary, Miss A. P., Boston,	.	.	.	.	10 00
Cary, Miss E. G., Boston,	.	.	.	.	10 00
Cary, Mrs. Richard, Boston (donation),	.	.	.	.	1 00
Cary, Miss, Boston (donation),	.	.	.	.	1 00
Case, Mrs. James B., Boston,	.	.	.	.	5 00
Cash,	.	.	.	.	75
Chapin, Mrs. H. B., Jamaica Plain,	.	.	.	.	5 00
Chase, Miss N., Boston,	.	.	.	.	1 00
Cheney, Mrs. Arthur, Boston,	.	.	.	.	1 00
Chick, Mrs. I. W., Boston,	.	.	.	.	2 00
Choate, Mrs. C. F., Boston (donation),	.	.	.	.	5 00
Claflin, Mrs. W. H., Boston,	.	.	.	.	2 00
Clark, Mrs. B. C., Boston,	.	.	.	.	2 00
Clark, Mrs. F. S., Boston,	.	.	.	.	10 00
Clark, Mrs. J. J., Boston,	.	.	.	.	2 00
Codman, Mrs. C. R., Boston,	.	.	.	.	5 00
Collamore, the Misses, Boston,	.	.	.	.	5 00
Converse, Mrs. C. C., Boston,	.	.	.	.	1 00
Coolidge, Mrs. Algernon, Boston (donation),	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$500 25

<i>Amount brought forward,</i>	.	.	.	.	\$500 25
Coolidge, Mrs. J. Randolph, Boston,	.	.	.	.	10 00
Cotting, Mrs. C. E., Boston,	.	.	.	.	5 00
Cotting, Mrs. C. U., Boston,	.	.	.	.	5 00
Covel, Mrs. A. S., Boston,	.	.	.	.	2 00
Crane, Mrs. A. M., Boston,	.	.	.	.	5 00
Crehore, Mrs. G. C., Boston,	.	.	.	.	5 00
Crocker, Miss L. H., Boston,	.	.	.	.	5 00
Crosby, Miss S. T., Boston,	.	.	.	.	1 00
Curtis, Mrs. Greeley S., Boston,	.	.	.	.	25 00
Curtis, Mrs. H. G., Boston,	.	.	.	.	5 00
Curtis, Mrs. J. F., Boston,	.	.	.	.	5 00
Dabney, Mrs. L. S., Boston,	.	.	.	.	10 00
Dale, Mrs. Eben, Boston,	.	.	.	.	5 00
Dana, Mrs. Samuel B., Boston,	.	.	.	.	10 00
Daniell, Mrs. H. W., Boston,	.	.	.	.	5 00
Daniels, Mrs. G. F., Boston,	.	.	.	.	1 00
Davis, Mrs. E. L., Boston,	.	.	.	.	5 00
Davis, Miss, Boston,	.	.	.	.	1 00
Davis, Mrs. Simon, Boston,	.	.	.	.	3 00
Day, Mrs. Lewis, Norwood,	.	.	.	.	2 00
Derby, Mrs. Hasket, Boston,	.	.	.	.	5 00
Dewey, Miss Mary E., Boston,	.	.	.	.	1 00
Dexter, Miss Elsie, Boston,	.	.	.	.	2 00
Dexter, Miss R. L., Boston,	.	.	.	.	2 00
Dillaway, Mrs. W. E. L., Boston,	.	.	.	.	5 00
Dimock, Mrs. E. A., Roxbury,	.	.	.	.	1 00
Ditson, Mrs. Oliver, Boston,	.	.	.	.	5 00
Dixon, Mrs. L. S., Boston,	.	.	.	.	2 00
Doliber, Mrs. Thomas, Brookline,	.	.	.	.	5 00
Donations at Kindergarten Reception,	.	.	.	.	23 75
Dowse, Mrs. Charles F., Boston,	.	.	.	.	1 00
Draper, Dr. F. W., Boston,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$669 00

<i>Amount brought forward,</i>	.	.	.	.	\$669 00
Drew, Mrs. E. C., Boston,	.	.	.	.	1 00
Dwight, Mrs. James, Boston,	.	.	.	.	1 00
Dwight, Mrs. Thomas, Boston,	.	.	.	.	1 00
Dwight, Mrs. Thomas, Jr., Boston,	.	.	.	.	1 00
Edgerly, Mrs. Charles B., Boston,	.	.	.	.	1 00
Edwards, Mrs. George H., Boston,	.	.	.	.	1 00
Eichberg, Mrs. Julius, Boston,	.	.	.	.	2 00
Eliot, Mrs. Amory, Brookline,	.	.	.	.	2 00
Elliott, Mrs. John, Boston,	.	.	.	.	10 00
Ellis, Mrs. E. C., Boston,	.	.	.	.	5 00
Ellis, Mrs. G., Boston,	.	.	.	.	2 00
Emmons, Mr. N. H., Boston (donation),	.	.	.	.	10 00
Endicott, Miss C. T., Boston,	.	.	.	.	1 00
Endicott, Mrs. Henry, Boston,	.	.	.	.	5 00
Ernst, Mrs. C. W., Boston,	.	.	.	.	2 00
Estabrook, Mrs. A. F., Boston,	.	.	.	.	5 00
Fabian, Mrs. R. L., Boston,	.	.	.	.	5 00
Fairchild, Mrs. Charles, Boston,	.	.	.	.	5 00
Farwell, Mrs. S. W., Boston,	.	.	.	.	5 00
Faulkner, Mrs. Charles, Boston,	.	.	.	.	10 00
Faulkner, Miss, Boston,	.	.	.	.	10 00
Fair in aid of the Kindergarten by eight little girls, Katrine and Mollie Coolidge, Ingeborg Sinclair, Brenda Fenollosa, Mary Richardson, Betty Porter, Lulu Clement, and Bette Harrington,	.	.	.	.	106 57
Fay, Miss S. B., Boston,	.	.	.	.	1 00
Fay, Miss Sarah M., Boston,	.	.	.	.	10 00
Fenno, Mr. J. Brooks, Boston,	.	.	.	.	10 00
Ferguson, Mrs. R., Boston,	.	.	.	.	1 00
Fiske, Mrs. Joseph N., Boston,	.	.	.	.	5 00
Fitz, Mrs. Walter Scott, Boston,	.	.	.	.	25 00
Flagg, Mrs. Aug., Boston,	.	.	.	.	6 00
<i>Amount carried forward,</i>	.	.	.	.	\$918 57

<i>Amount brought forward,</i>	.	.	.	.	\$918 57
Fletcher, Miss E. R., Marshalltown, Iowa,	.	.	.	.	1 00
Frank, Mrs. D , Boston,	.	.	.	.	1 00
French, Mrs. John J., Boston,	.	.	.	.	1 00
French, Mrs. T. H , Roxbury,	.	.	.	.	1 00
Frothingham, Miss Ellen, Boston,	.	.	.	.	5 00
Frothingham, Mrs. E., Boston,	.	.	.	.	1 00
Frothingham, Mrs. O. B., Boston,	.	.	.	.	5 00
Gaffield, Mr. Thomas, Boston,	.	.	.	.	5 00
Gardiner, Mrs. R. H , Chestnut Hill,	.	.	.	.	1 00
G , Mrs. G. P. (donation),	.	.	.	.	5 00
Gardner, Miss Olga E., Boston,	.	.	.	.	5 00
Gardner, Mrs. John L , Boston,	.	.	.	.	1 00
Gaston, Mrs. W., Boston,	.	.	.	.	5 00
Gilluly, Miss M. E., Boston,	.	.	.	.	1 00
Glover, Mr. Joseph B., Boston (donation),	.	.	.	.	100 00
Goddard, Miss L. W., Boston,	.	.	.	.	2 00
Goldthwait, Mrs. John, Chestnut Hill (donation),	.	.	.	.	25 00
Gooding, Mrs. T. P., Boston,	.	.	.	.	2 00
Goodwin, Mrs. J. C., Boston,	.	.	.	.	1 00
Gorham, Mrs. W. H., Boston,	.	.	.	.	5 00
Gray, Mrs. J. C., Boston,	.	.	.	.	5 00
Gray, Mrs. J. H., Boston,	.	.	.	.	5 00
Gray, Mrs. Morris, Chestnut Hill,	.	.	.	.	1 00
Gray, Mrs. Reginald, Chestnut Hill,	.	.	.	.	1 00
Greene, Mrs. J. S. Copley, Cambridge,	.	.	.	.	2 00
Grew, Mrs. H. S., Boston,	.	.	.	.	10 00
Grover, Mrs. William O., Boston,	.	.	.	.	10 00
Hall, Mrs. E. R., Boston,	.	.	.	.	2 00
Hall, Mr. G. G., Boston,	.	.	.	.	1 00
Hall, Mrs. M. L., Boston,	.	.	.	.	5 00
Hammond, Mrs. Gardiner G., Jr., Boston,	.	.	.	.	5 00
Hammond, Mrs. George Warren, Boston,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,148 57

<i>Amount brought forward,</i>	.	.	.	.	\$1,148 57
Harding, Mrs. E. J., Ware,	.	.	.	.	1 00
Hardy, Mrs. A. H., Boston,	.	.	.	.	1 00
Harrington, Mrs. F. B., Boston,	.	.	.	.	3 00
Harrington, Mrs. M. C., Dorchester,	.	.	.	.	1 00
Harrington, Dr. H. L., Dorchester,	.	.	.	.	2 00
Hart, Mrs. Thomas N., Boston,	.	.	.	.	2 00
Hart, Mrs. William T., Boston,	.	.	.	.	10 00
Haskell, Mrs. Edwin B., Auburndale,	.	.	.	.	50 00
Hayden, Mrs. C. R., Boston,	.	.	.	.	5 00
Hayes, Miss Abby S., Boston,	.	.	.	.	1 00
Hayes, Miss Ella, Boston,	.	.	.	.	1 00
Hayes, Mrs. J. A., Boston,	.	.	.	.	1 00
Hayes, Miss M. G., Boston,	.	.	.	.	1 00
Hayes, Miss Millicent, Boston,	.	.	.	.	1 00
Head, Mrs. Charles, Boston,	.	.	.	.	25 00
Healy, Miss Helen, Boston,	.	.	.	.	1 00
Heard, Mrs. J. Theodore, Boston,	.	.	.	.	5 00
Hecht, Mrs. J. H., Boston,	.	.	.	.	5 00
Hemenway, Mrs. Alfred, Boston,	.	.	.	.	1 00
Hemenway, Mrs. C. P., Boston,	.	.	.	.	10 00
Higginson, Mrs. H. L., Boston,	.	.	.	.	15 00
Hills, Mrs. E. A., Boston,	.	.	.	.	5 00
Hitchcock, Mrs. David W., Boston,	.	.	.	.	5 00
Hogg, Mrs. John, Boston,	.	.	.	.	5 00
Hooper, Mrs. F. T., Boston,	.	.	.	.	1 00
Hooper, Mrs. J. R., Boston,	.	.	.	.	2 00
Hooper, Mrs. R. C., Boston,	.	.	.	.	10 00
Hooper, Mrs. S. E., Roxbury,	.	.	.	.	1 00
Horton, Mrs. E. A., Boston,	.	.	.	.	2 00
Horton, Mrs. W. H., Boston,	.	.	.	.	10 00
Houghton, Hon. H. O., Cambridge,	.	.	.	.	5 00
Howe, Mrs. A., Boston,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,337 57

<i>Amount brought forward,</i>	.	.	.	.	\$1,337 57
Howe, Mrs. Julia Ward, Boston,	.	.	.	.	5 00
Howland, Mrs. J. A., Jamaica Plain,	.	.	.	.	1 00
Hubbard, Mrs. Eliot, Boston,	.	.	.	.	10 00
Hudson, Mrs. John E., Boston,	.	.	.	.	5 00
Hunneman, Miss Elizabeth A., Roxbury,	.	.	.	.	2 00
Hunneman, Mrs. S. W., Roxbury,	.	.	.	.	1 00
Hunnewell, Miss Charlotte, Boston,	.	.	.	.	10 00
Hunnewell, Mr. H. H., Boston,	.	.	.	.	50 00
Hutchins, Mrs. Constantine F., Boston,	.	.	.	.	5 00
Hyde, Mrs. H. D., Boston,	.	.	.	.	1 00
Inches, Mrs. C. E., Boston,	.	.	.	.	1 00
Jackson, Miss E., Boston,	.	.	.	.	3 00
Jackson, Mrs. J. B. S., Boston,	.	.	.	.	5 00
James, Mrs. John W., Boston,	.	.	.	.	10 00
Jewett, Miss Annie, Boston,	.	.	.	.	2 00
Jewett, Miss Sarah Orne, Boston,	.	.	.	.	5 00
Johnson, the Misses, Boston,	.	.	.	.	20 00
Jones, Mrs. Edward C., New Bedford,	.	.	.	.	25 00
Jones, Miss Ellen M., Boston,	.	.	.	.	10 00
Jones, Mrs. Jerome, Brookline,	.	.	.	.	1 00
Jordan, Mrs. Eben D., Boston,	.	.	.	.	5 00
Jordan, Mrs. Eben D., Jr., Brookline,	.	.	.	.	5 00
Josselyn, Mrs. A. S., Boston,	.	.	.	.	5 00
Joy, Mrs. Charles H., Boston,	.	.	.	.	10 00
Kehew, Mrs. W. B., Boston,	.	.	.	.	1 00
Kent, Mrs. John, Brookline,	.	.	.	.	2 00
Kidder, Mrs. Henry P., Milton,	.	.	.	.	5 00
Kidner, Mrs. R., Boston,	.	.	.	.	2 00
Kimball, Mrs. D. P., Boston,	.	.	.	.	25 00
Kimball, Mrs. M. D., Boston,	.	.	.	.	1 00
Kimball, Miss S., Boston,	.	.	.	.	1 00
Kimball, Mrs. S. H., Jamaica Plain,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,576 57

<i>Amount brought forward,</i>	.	.	.	.	\$1,576 57
King, Mrs. D. Webster, Boston,	.	.	.	.	2 00
Kinsley, Mrs. Edward W., Boston,	.	.	.	.	5 00
Kuhn, Mrs. H., Boston,	.	.	.	.	5 00
Lamson, Mrs. J. A., Boston,	.	.	.	.	1 00
Lee, Mrs. George C., Boston,	.	.	.	.	10 00
Lee, Mrs. J. H., Boston,	.	.	.	.	5 00
Lincoln, Miss C. K. T., Hingham,	.	.	.	.	1 00
Lockwood, Mrs. Rhodes, Boston,	.	.	.	.	1 00
Lodge, Mrs. John E., Boston,	.	.	.	.	5 00
Loring, the Misses, Boston,	.	.	.	.	5 00
Loring, Mrs. W. C., Boston,	.	.	.	.	25 00
Lothrop, Mrs. Thornton K., Boston,	.	.	.	.	10 00
Loud, Miss S. P., Boston,	.	.	.	.	2 00
Lovering, Mrs. C. T., Boston,	.	.	.	.	10 00
Lowell, Mrs. E. J., Boston,	.	.	.	.	1 00
Lowell, Miss G., Boston (donation, \$5),	.	.	.	.	1 00
Lowell, Mrs. George G., Boston (donation),	.	.	.	.	25 00
Lowell, Mrs. John, Boston,	.	.	.	.	5 00
Lowell, Mrs. John, Jr., Chestnut Hill,	.	.	.	.	1 00
Lyman, Mrs. Arthur T., Boston,	.	.	.	.	5 00
Mack, Mrs. Thomas, Boston,	.	.	.	.	1 00
Mandell, Mrs. S. P., Boston,	.	.	.	.	2 00
Manning, the Misses, Boston (donation),	.	.	.	.	20 00
Matchett, Mrs. W. F., Boston (donation),	.	.	.	.	25 00
Matthews, Miss A. B., Boston,	.	.	.	.	1 00
Matthews, Miss Alice M. C., Boston,	.	.	.	.	1 00
Mead, Mrs. S. R., Boston,	.	.	.	.	10 00
Merriam, Mrs. Charles, Boston,	.	.	.	.	5 00
Merrill, Mrs. J. W., Boston,	.	.	.	.	10 00
Meyer, Mrs. George A., Boston,	.	.	.	.	10 00
Minot, Mrs. C. H., Boston,	.	.	.	.	10 00
Minot, Dr. Francis, Boston,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,806 57

<i>Amount brought forward,</i>	.	.	.	.	\$1,806 57
Mixter, Mrs. William, Boston,	.	.	.	.	1 00
Mixter, Miss M., Boston,	.	.	.	.	1 00
Morison, Mrs. J. H., Boston,	.	.	.	.	1 00
Morison, Mrs., Boston,	.	.	.	.	2 00
Morrill, Miss Annie W., Boston,	.	.	.	.	3 00
Morrill, Miss Fannie E., Boston,	.	.	.	.	3 00
Morrill, Mrs. F. Gordon, Boston,	.	.	.	.	2 00
Moseley, Miss, Boston,	.	.	.	.	1 00
Motte, Mrs. Ellis L., Boston,	.	.	.	.	2 00
Neal, Mrs. George B., Charlestown,	.	.	.	.	1 00
Neal, Miss, Charlestown,	.	.	.	.	1 00
Newell, Mrs. G. A., Boston,	.	.	.	.	5 00
Nichols, Mrs. F. S., Boston,	.	.	.	.	5 00
Norcross, Miss Laura, Boston,	.	.	.	.	10 00
Norcross, Mrs. Otis, Boston,	.	.	.	.	5 00
Norcross, Mrs. Otis, Jr., Boston,	.	.	.	.	5 00
Norman, Mrs. G. H., Boston,	.	.	.	.	10 00
Norwell, Mrs. Henry, Cambridge,	.	.	.	.	10 00
Nowell, Mrs. Thomas S., Boston,	.	.	.	.	1 00
Otis, Mrs. W. S., Boston,	.	.	.	.	2 00
Page, Mrs. Calvin G., Chestnut Hill,	.	.	.	.	1 00
Paine, Mrs. R. T., Boston,	.	.	.	.	10 00
Palfrey, Mrs. F. W., Boston,	.	.	.	.	20 00
Palmer, Mrs. C. H., Boston,	.	.	.	.	1 00
Parker, Mrs. William L., Boston,	.	.	.	.	5 00
Parkinson, Mrs. John, Boston,	.	.	.	.	5 00
Parkman, Mr. Francis, Boston,	.	.	.	.	5 00
Parsons, Mrs. Wm. and Miss, Boston,	.	.	.	.	5 00
Peabody, Mrs. Anna P., Boston,	.	.	.	.	5 00
Peabody, Mr. F. H., Boston,	.	.	.	.	10 00
Peabody, Mrs. Oliver W., Boston,	.	.	.	.	5 00
Peabody, Mrs. S. E., Boston,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,954 57

<i>Amount brought forward,</i>	.	.	.	.	\$1,954 57
Pfaff, Mrs. Jacob, Boston,	.	.	.	.	5 00
Phillips, Mrs. John C., Boston,	.	.	.	.	25 00
Phipps, Miss, Boston,	.	.	.	.	20 00
Pickering, Mrs. Edward, Boston,	.	.	.	.	5 00
Pickman, Mrs. W. D., Boston,	.	.	.	.	10 00
Pillsbury, Miss Elsie G., Boston,	.	.	.	.	1 00
Poor, Mrs. Charles C., Boston,	.	.	.	.	1 00
Pope, Mrs. A. A., Boston,	.	.	.	.	25 00
Pope, Drs. E. F. and C. A., Boston,	.	.	.	.	2 00
Porteous, Mrs. John, Boston,	.	.	.	.	4 00
Porteous, Miss M. F., Boston,	.	.	.	.	1 00
Poulsson, Miss Emilie, Boston,	.	.	.	.	1 00
Poulsson, Miss Laura E., Boston,	.	.	.	.	1 00
Powars, Miss M. A., Boston,	.	.	.	.	1 00
Prince, Mrs. J. F., Jr., Ottawa, Canada (donation),	.	.	.	.	1 00
Proctor, Mrs. H. H., Boston,	.	.	.	.	2 00
Putnam, Mrs. J. P., Boston,	.	.	.	.	5 00
Putnam, Mrs. S. R., Boston,	.	.	.	.	10 00
Quincy, Mrs. C. F., Chicago, Ill.,	.	.	.	.	2 00
Quincy, Mrs. George H., Boston,	.	.	.	.	5 00
Rantoul, Miss H. L., Beverly,	.	.	.	.	1 00
Reed, Mrs. Wm. Howell, Boston,	.	.	.	.	5 00
Revere, Mrs. Paul J., Boston,	.	.	.	.	5 00
Rice, Hon. Alexander H., Boston (donation),	.	.	.	.	25 00
Rice, Mrs. Henry A., Boston,	.	.	.	.	5 00
Richards, Miss A., Boston,	.	.	.	.	1 00
Richards, Mrs. Dexter H., Boston,	.	.	.	.	10 00
Richards, Mrs. W. D., Boston,	.	.	.	.	2 00
Richardson, Mrs. Spencer W., Boston,	.	.	.	.	5 00
Richardson, Mrs. Thomas O., Boston,	.	.	.	.	2 00
Robbins, Mrs. R. E., Boston,	.	.	.	.	5 00
Rochford, Francis J., Jamaica Plain,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,148 57

<i>Amount brought forward,</i>	.	.	.	.	\$2,148 57
Rodman, Mr. S. W., Boston,	.	.	.	.	10 00
Rogers, Miss Annette P., Boston,	.	.	.	.	5 00
Rogers, Mrs. Henry M., Boston,	.	.	.	.	5 00
Rogers, Mrs. Jacob C., Boston,	.	.	.	.	5 00
Rogers, Mrs. J. P., Boston,	.	.	.	.	5 00
Rogers, Miss S. S., Boston,	.	.	.	.	5 00
Rogers, Mrs. Wm. B., Boston,	.	.	.	.	3 00
Ross, Mrs. A., Boston,	.	.	.	.	1 00
Rotch, Miss Edith, Boston,	.	.	.	.	5 00
Rotch, Mrs. T. M., Boston,	.	.	.	.	2 00
Russell, Mrs. William A., Boston,	.	.	.	.	10 00
Rust, Mrs. Nathaniel J., Boston,	.	.	.	.	1 00
Sabine, Mrs. G. K., Brookline,	.	.	.	.	1 00
Saltonstall, Mr. Henry, Boston,	.	.	.	.	25 00
Sampson, Mrs. Edwin H., Boston,	.	.	.	.	1 00
Sampson, Mr. George, Boston,	.	.	.	.	10 00
Sampson, Miss H. H., Boston,	.	.	.	.	1 00
Sampson, Mrs. O. H., Boston,	.	.	.	.	5 00
Sanborn, Mrs. Edwin L., Boston,	.	.	.	.	1 00
Sawyer, Mrs. Joseph, Boston,	.	.	.	.	1 00
Scaife, Miss Helen, Boston,	.	.	.	.	2 00
Schlesinger, Mr. Bartold, Brookline,	.	.	.	.	50 00
Schwarz, Mrs. Louis B., Brookline,	.	.	.	.	1 00
Sears, Mrs. A. P., Brookline,	.	.	.	.	1 00
Sears, Mr. Frederick R., Boston,	.	.	.	.	25 00
Sears, Mrs. K. W., Boston,	.	.	.	.	5 00
Sears, Mrs. P. H., Boston,	.	.	.	.	10 00
Sharpe, Mr. L., Providence, R. I.,	.	.	.	.	10 00
Shattuck, Mrs. G. B., Boston,	.	.	.	.	5 00
Shattuck, Mrs. G. C., Boston,	.	.	.	.	2 00
Shattuck, Mrs. G. O., Boston,	.	.	.	.	5 00
Shaw, Mrs. B. S., Boston,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,371 57

<i>Amount brought forward,</i>	.	.	.	.	\$2,371 57
Shaw, Mrs. George R., Boston,	.	.	.	.	1 00
Shaw, Mrs. Henry L., Boston,	.	.	.	.	5 00
Shaw, Mrs. H. R., Boston,	.	.	.	.	10 00
Shaw, Mrs. Robert G., Boston,	.	.	.	.	5 00
Shepherd, Mrs. T. P., Providence, R. I.,	.	.	.	.	25 00
Shinkle, Miss Camilla H., Covington, Ky.,	.	.	.	.	1 00
Shurtleff, Tom,	.	.	.	.	3 50
Sigourney, Mr. Henry, Boston,	.	.	.	.	10 00
Simes, Miss Ethel M., Boston,	.	.	.	.	1 00
Simpson, Miss F. W., Boston,	.	.	.	.	3 00
Skinner, Mrs. F., Boston,	.	.	.	.	5 00
Smith, Mrs. Samuel, Boston,	.	.	.	.	5 00
Soren, Miss Grace, Roxbury,	.	.	.	.	1 00
Soren, Miss E., Roxbury,	.	.	.	.	2 00
Soren, Mr. J. H., Roxbury,	.	.	.	.	5 00
Sowdon, Mr. A. J. C., Boston,	.	.	.	.	10 00
Spaulding, Hon. John P., Boston,	.	.	.	.	50 00
Sprague, Dr. Francis P., Boston,	.	.	.	.	10 00
Stantial, Mrs. S. F., Boston,	.	.	.	.	2 00
Stearns, Mrs. Charles H., Brookline,	.	.	.	.	25 00
Stearns, Mrs. R. H., Boston,	.	.	.	.	5 00
Stetson, Miss, Boston,	.	.	.	.	1 00
Stone, Mrs. F., Boston,	.	.	.	.	10 00
Stratton, Mrs. Charles E., Boston,	.	.	.	.	1 00
Strinmen, Miss F., Boston,	.	.	.	.	1 00
Stuart, Mrs. Willoughby H., Boston,	.	.	.	.	2 00
Swain, Mrs. John, Stockbridge,	.	.	.	.	5 00
Swan, Miss E. B., Dorchester,	.	.	.	.	5 00
Swan, Mrs. Robert, Dorchester,	.	.	.	.	10 00
Sweetser, Mrs. A. S., Boston,	.	.	.	.	10 00
Sweetser, Mrs. F. E., Boston,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,606 07

<i>Amount brought forward,</i>	.	.	.	.	\$2,606 07
Taggard, Mrs. B. W., Boston,	.	.	.	.	10 00
Thayer, Miss A. G., Boston,	.	.	.	.	10 00
Thayer, Mrs. Harriet L., Boston,	.	.	.	.	3 00
Thomas, Miss C. C., Boston,	.	.	.	.	2 00
Thomas, Mrs. J. B., Jr., Boston,	.	.	.	.	10 00
Thomas, Mrs. William, Boston,	.	.	.	.	2 00
Tilton, Mrs. Joseph B., Boston,	.	.	.	.	5 00
Tilton, Mrs. William S., Newtonville,	.	.	.	.	2 00
Tuble, Mrs. S. P., Brookline,	.	.	.	.	1 00
Turner, Mrs. Alfred T., Boston,	.	.	.	.	2 00
Tyler, Mrs. D. S., Lexington,	.	.	.	.	5 00
Vickery, Mrs. Herman F., Boston,	.	.	.	.	3 00
Voorhees, Mrs. C. C., Cambridgeport,	.	.	.	.	1 50
Vose, Miss Florence P., Brookline,	.	.	.	.	2 00
Wadsworth, Mrs. O. F., Boston,	.	.	.	.	3 00
Wainwright, Miss R. C., Boston,	.	.	.	.	5 00
Wales, Mrs. George W., Boston,	.	.	.	.	5 00
Walker, Mrs. F. A., Boston,	.	.	.	.	2 00
Walker, Mrs. Nathaniel, Boston,	.	.	.	.	2 00
Walker, Mrs. Nathaniel U., Brookline,	.	.	.	.	1 00
Walley, Mrs. W. P., Boston,	.	.	.	.	1 00
Ward, Mrs. Henry V., Boston,	.	.	.	.	5 00
Ware, Mrs. Charles E., Boston,	.	.	.	.	25 00
Ware, Miss C. L., Cambridge,	.	.	.	.	5 00
Warren, Miss Annie C., Boston,	.	.	.	.	1 00
Warren, Mrs. Frederick R., Boston,	.	.	.	.	5 00
Warren, Mrs. J. S., Boston,	.	.	.	.	5 00
Watson, Mrs. F. S., Boston,	.	.	.	.	5 00
Webb, Mrs. S. P., Brookline,	.	.	.	.	1 00
Webster, Mrs. F. G., Boston,	.	.	.	.	5 00
Weeks, Mrs. A. G., Boston,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,742 57

<i>Amount brought forward,</i>	.	.	.	.	\$2,742 57
Weld, Mrs. R. H., Boston,	.	.	.	.	5 00
Weld, Mrs. William F., Boston,	.	.	.	.	20 00
Weld, Mrs. William F., Boston,	.	.	.	.	50 00
Wesselhoeft, Mrs. M., Boston,	.	.	.	.	3 00
Wesselhoeft, Mrs. William P., Boston,	.	.	.	.	5 00
Wheelock, Mrs. A. A., Boston,	.	.	.	.	5 00
Wheelright, Mr. Josiah, Roxbury (donation),	.	.	.	.	50 00
Wheelright, Mrs. J. W., Boston,	.	.	.	.	5 00
Wheelright, the Misses, Boston,	.	.	.	.	2 00
White, Mrs. C. G., Boston,	.	.	.	.	1 00
White, Mrs. and the Misses, Boston,	.	.	.	.	3 00
Whiting, Mrs. Irving O., Boston,	.	.	.	.	5 00
Whitney, Mrs. H. A., Boston,	.	.	.	.	5 00
Whitwell, Mrs. F. A., Boston,	.	.	.	.	5 00
Wigglesworth, Miss Anna C., Boston,	.	.	.	.	1 00
Willard, Mrs. E. G., Boston,	.	.	.	.	1 00
Williams, Mrs. H., Boston,	.	.	.	.	25 00
Williams, Mrs. Jeremiah, Boston,	.	.	.	.	1 00
Williams, Mrs. T. B., Boston,	.	.	.	.	5 00
Wilson, Mrs. C. P., Boston,	.	.	.	.	5 00
Wilson, Mrs. W. P., Boston,	.	.	.	.	2 00
Winslow, Miss H. M., Jamaica Plain,	.	.	.	.	1 00
Winsor, Mrs. Ernest, Chestnut Hill,	.	.	.	.	35 00
Wolcott, Mrs. Roger, Boston,	.	.	.	.	5 00
Woodbury, Mrs. J. P., Boston,	.	.	.	.	5 00
Woodworth, Mrs. A. S., Boston,	.	.	.	.	10 00
Wright, Mrs. George W., Boston,	.	.	.	.	1 00
Wright, Miss, Boston,	.	.	.	.	1 00
Wright, Miss M. A., Boston,	.	.	.	.	5 00
Wright, Miss M. E., Boston,	.	.	.	.	5 00
W., Mr. H. (donation),	.	.	.	.	5 00

 \$3,019 57

CAMBRIDGE BRANCH.

(Through Mrs. ELIZABETH C. AGASSIZ.)

Abbot, Mrs. F. E., Cambridge,	\$2 00
Abbott, Mrs. Martha T., Cambridge,	25 00
A friend,	5 00
A friend in New York,	4 00
Ames, Mrs. James B., Cambridge,	5 00
Batchelder, Mrs. J. M., Cambridge,	1 00
Bartlett, Mrs. John, Cambridge,	30 00
Beard, Mrs. Edward L., Cambridge,	1 00
Bemis, Mrs. Lucy C., Cambridge,	10 00
Bradford, Mrs. J. Russell, Cambridge,	10 00
Brooks, Miss Martha, Cambridge,	5 00
Cary, the Misses, Cambridge,	5 00
Chapman, Mrs. Lucy, Cambridge,	2 00
Child, Miss H. M., Cambridge,	2 00
Cooke, Mrs. J. P., Cambridge,	5 00
Deane, Mrs. Charles, Cambridge,	2 00
Dodge, Mrs. Lucy L., Cambridge,	10 00
Dodge, Mrs. S. B., Cambridge,	1 00
Eustis, Mrs. Frank, Cambridge,	1 00
Everett, Mrs. E., Cambridge (donation),	25 00
Fiske, Mrs. James C., Cambridge,	5 00
Foote, Mrs. G. L., Cambridge,	5 00
Foote, Miss Mary B., Cambridge,	5 00
Foster, Mrs. Francis C., Cambridge,	100 00
Gannett, Mrs. Theo. B., Cambridge,	10 00
Goodale, Mrs. George, Cambridge,	1 00
Goodwin, Miss A. M., Cambridge,	5 00
Goodwin, Mrs. Hersey, Cambridge,	3 00
Goodwin, Mrs. W. W., Cambridge,	10 00
Greene, Mrs. Copley, Cambridge,	5 00
Greenleaf, Mrs. James, Cambridge,	100 00
Greenough, Mrs. Henry, Cambridge,	1 00
<i>Amount carried forward,</i>	<hr/> \$401 00

<i>Amount brought forward,</i>					\$401 00
Harris, Miss Charlotte M., Cambridge,	.	.	.	.	1 00
Hedge, Miss Charlotte, Cambridge,	.	.	.	.	3 00
Henchman, Miss A. P., Cambridge,	.	.	.	.	5 00
Holmes, Mr. George H., Cambridge (donation),	.	.	.	.	10 00
Hooper, Mr. E. W., Cambridge,	.	.	.	.	25 00
Jones, Mrs. L. S., Cambridge,	.	.	.	.	1 00
Lawrence, Mrs. William, Cambridge,	.	.	.	.	5 00
Mackay, Miss F. M., Cambridge,	.	.	.	.	5 00
McKean, Mrs. H. S., Cambridge,	.	.	.	.	1 00
Nichols, Mrs. John, Cambridge,	.	.	.	.	2 00
Norton, the Misses, Cambridge,	.	.	.	.	2 00
Page, Miss Abby S., Cambridge,	.	.	.	.	1 00
Page, Mr. Samuel, Cambridge,	.	.	.	.	1 00
Page, Miss Sarah H., Cambridge,	.	.	.	.	1 00
Paine, Miss J., Cambridge,	.	.	.	.	2 00
Palfrey, Mrs., Cambridge,	.	.	.	.	1 00
Peabody, Miss, Cambridge,	.	.	.	.	2 00
Putnam, Mrs. George, Cambridge,	.	.	.	.	5 00
Richards, Mrs. R. A., Cambridge,	.	.	.	.	1 00
Riddle, Miss, Cambridge,	.	.	.	.	1 00
Scudder, Mr. H. S., Cambridge,	.	.	.	.	1 00
Smith, Mrs. Horatio, Cambridge,	.	.	.	.	2 00
Spelman, Mrs. J. M., Cambridge,	.	.	.	.	1 00
Stone, Mrs. J. S., Cambridge,	.	.	.	.	5 00
Swan, Mrs. S. H., Cambridge,	.	.	.	.	3 00
Thayer, Mrs., Cambridge,	.	.	.	.	1 00
Thayer, Mrs. J. H., Cambridge,	.	.	.	.	2 00
Thornton, Mrs. Annie C., Magnolia,	.	.	.	.	3 00
White, Mrs. Gardiner, Cambridge,	.	.	.	.	5 00
Whitman, Mrs. Ephraim P., Cambridge,	.	.	.	.	5 00
Whitney, Mr. A. A., Cambridge,	.	.	.	.	1 00
Whittemore, Mrs. G. W., Cambridge,	1 00
Willson, Miss Annie B., Cambridge,	5 00

 \$511 00

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Austin, Mrs. William R., Dorchester, . . .	2 00
Bartlett, Mrs. S. E., Boston,	1 00
Bates, Mrs. George C., Dorchester,	1 00
Bean, Mrs. J. Henry, Dorchester,	1 00
Bockus, Mrs., Dorchester,	1 00
Bradford, Mrs. Martin L., Dorchester, . . .	2 00
Bradford, the Misses, Dorchester,	2 00
Brigham, Mrs. Frank E., Dorchester,	1 00
Burdett, Mrs. Charles A., Dorchester, . . .	1 00
Burt, Mr. Edward N., Dorchester,	1 00
Callender, Mrs. Henry, Dorchester,	1 00
Callender, Miss, Dorchester,	1 00
Carruth, Mrs. Nathan, Ashmont,	1 00
Clark, Mrs. W. R., Jr., Dorchester,	1 00
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Dillaway, Mrs. C. O. L., Dorchester,	1 00
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Downer, Mrs. Samuel, Dorchester,	5 00
Eddy, Mrs. Otis, Dorchester,	1 00
Eliot, Mrs. Christopher R., Dorchester, . . .	1 00
Estabrooks, Miss, Ashmont,	1 00
Everett, Mrs. William B., Dorchester,	1 00
Fay, Mrs., Dorchester,	1 00
Hawkes, Mrs. S. L., Mattapan,	1 00
Hearsay, Mrs., Dorchester,	1 00
Hearsay, Miss Sarah E., Dorchester,	1 00
Howland, Mrs. H. T., Dorchester,	5 00

Amount carried forward, \$40 00

<i>Amount brought forward,</i>	.	.	.	.	\$40 00
King, Miss S. Frank, Dorchester,	.	.	.	.	1 00
Lee, Mrs. L. M., Dorchester,	.	.	.	.	1 00
Martin, Mrs. A. P., Mattapan,	.	.	.	.	1 00
Nash, Mrs. Edward, Dorchester,	.	.	.	.	1 00
Nichols, Mrs. S. W., Dorchester,	.	.	.	.	5 00
Noyes, Miss Mary E., Dorchester,	1 00
Orcutt, Mrs. Hiram, Dorchester,	1 00
Peabody, Mrs. Charles K., Dorchester,	1 00
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Pratt, Mrs. Laban, Dorchester,	1 00
Rankin, Mrs. James, Dorchester,	1 00
Rhodes, Mrs. T. Munroe, Dorchester,	1 00
Ruggles, Mrs. Frederick, Ashmont,	1 00
Ruggles, Miss, Ashmont,	1 00
Sayward, Mrs. C. A., Dorchester,	2 00
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Sewall, Mrs. George P., Dorchester,	1 00
Shurtleff, Mrs., Dorchester,	1 00
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Stearns, Master Henry Dexter, Dorchester,	1 00
Stearns, Master Maynard, Dorchester,	1 00
Streeter, Mrs. C. H., Dorchester,	.	.	.	.	1 00
Swan, Miss M. E., Dorchester,	.	.	.	.	1 00
Sweetser, Mrs. M. F., Dorchester,	.	.	.	.	1 00
Thacher, Mrs. Charles A., Dorchester,	.	.	.	.	2 00
Torrey, Mrs. Elbridge, Dorchester,	.	.	.	.	10 00
Vinson, Miss M. Adelaide, Dorchester,	.	.	.	.	1 00
Whitten, Mrs. Elizabeth S., Dorchester,	.	.	.	.	1 00
Willard, Miss, Dorchester,	.	.	.	.	1 00
Wood, Mrs. Frank, Dorchester,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	<hr/>\$91 00

<i>Amount brought forward,</i>	.	.	.	.	\$91 00
Wood, Mrs. W. A., Dorchester,	1 00
Woodberry, Miss, Dorchester,	1 00
Woodman, Mrs. George, Dorchester,	1 00
					<hr/>
					\$94 00

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Beck, Mrs. Gideon, Milton,	1 00
Breck, Mrs. C. E. C., Milton,	1 00
Brewer, Mrs. Joseph, Milton,	1 00
Briggs, Miss S. E., Milton,	.	.	.	.	1 00
Brooks, Mrs. Edward, Hyde Park,	.	.	.	.	1 00
Channing, Miss, Milton,	.	.	.	.	1 00
Clark, Mrs. D. O., East Milton,	.	.	.	.	2 00
Clum, Mrs. A. B., Milton,	.	.	.	.	1 00
Cunningham, Mrs. C., East Milton,	.	.	.	.	1 00
Denny, Mrs. Daniel, Readville,	.	.	.	.	5 00
Dow, Miss J. F., Milton,	.	.	.	.	2 00
Dow, Miss L. A., Milton,	.	.	.	.	2 00
Emerson, Mrs. W. R., Milton,	.	.	.	.	1 00
Field, Mrs. E. E. V., Milton,	.	.	.	.	1 00
Forbes, Mrs. J. Murray, Milton,	.	.	.	.	5 00
Gilbert, Mrs. H. J., Milton,	.	.	.	.	1 00
Glover, Mrs. R. T., Milton,	.	.	.	.	1 00
Gray, Mrs. William, Milton,	.	.	.	.	2 00
Greene, Mrs. J. S., Milton,	.	.	.	.	1 00
Hicks, Miss Emma, Milton,	.	.	.	.	1 00
Hinckley, Miss M., Mattapan,	.	.	.	.	1 00
					<hr/>
<i>Amount carried forward,</i>	.	.	.	.	\$36 00

<i>Amount brought forward,</i>	.	.	.	.	\$36 00
Hollingsworth, Mrs. Amos, Mattapan,	.	.	.	.	2 00
Hollingsworth, Mrs. P. R., Mattapan,	.	.	.	.	5 00
Jaques, Mrs. Francis, Milton,	.	.	.	.	2 00
Jaques, Miss H. L., Milton,	.	.	.	.	2 00
Ladd, Mrs. William J., Milton,	.	.	.	.	2 00
Morse, Mrs. S., Milton,	.	.	.	.	1 00
Morton, Miss S. B., Milton,	.	.	.	.	1 00
Payson, Mrs., East Milton,	.	.	.	.	1 00
Pierce, Mrs. M. V., Milton,	.	.	.	.	1 00
Pierce, Roger, Milton,	.	.	.	.	1 00
Pierce, Walworth, Milton,	.	.	.	.	1 00
Pierce, Mrs. W. L., Milton,	.	.	.	.	1 00
Richardson, Miss N., Milton,	.	.	.	.	1 00
Richardson, Miss Susan, Milton,	.	.	.	.	1 00
Rivers, Mrs. G. R. R., Milton,	.	.	.	.	1 00
Roberts, Miss Rachel, Milton,	.	.	.	.	1 00
Roberts, Mrs. R. H., Milton,	.	.	.	.	1 00
Rotch, Miss Johanna, Milton,	.	.	.	.	1 00
Safford, Mrs. N. F., Milton,	.	.	.	.	1 00
Tilden, Mrs. George, Milton,	.	.	.	.	2 00
Tilden, Mrs. William P., Milton,	.	.	.	.	1 00
Tileston, Mrs. J. B., Mattapan,	.	.	.	.	5 00
Tucker, Mrs. S. A., Hyde Park,	1 00
Tucker, Miss S., Hyde Park,	1 00
Tuell, Mrs. Hiram, Milton,	1 00
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Vose, Miss C. C., Milton,	1 00
Wadsworth, Mrs. E. D., Milton,	1 00
Wainwright, Mrs. S. B., Readville,	2 00
Ware, Mrs. A. L., Milton,	.	.	.	.	1 00
Weston, Mr. W. B., Milton,	.	.	.	.	1 00
Weston, Mrs. W. B., Milton,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$83 00

<i>Amount brought forward,</i>	.	.	.	.	\$83 00
White, Mrs. F. B., Milton,	.	.	.	.	1 00
Whitney, Mrs. A. D. T., Milton,	.	.	.	.	1 00
Whitwell, Mrs. F. A., Milton,	1 00
Whitwell, Miss N. S., Milton,	1 00
Wood, Mrs. William, Milton,	1 00
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					\$88 00

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The Jamaica Plain electric cars pass within ten rods of the buildings.

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND, BOSTON, 1893.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	-
Andersen, Hans. Stories and Tales,	1	\$3 00
Arabian Nights, six Selections by Samuel Eliot,	1	3 00
Burnett, Frances H. Little Lord Fauntleroy,	1	3 00
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Children's Fairy Book, arranged by M. Anagnos,	1	2 50
Chittenden, L. E. The Sleeping Sentinel,	1	25
Coolidge, Susan. What Katy Did,	1	2 50
Eclectic Primer,	1	40
Ewing, J. H. The Story of a Short Life,	1	2 00
Greene, Homer. The Blind Brother,	1	2 00
Hale, Rev. E. E. The Man without a Country,	1	50
Harte, Bret. The Queen of the Pirate Isle,	1	40
Heidi, translated from the German by Mrs. Brooks,	2	5 00
Kingsley, Charles. Greek Heroes,	1	2 50
Kingsley, Charles. Water Babies,	1	2 50
Little Ones' Story Book,	1	40
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Poulsson, Emilie. Stories for Little Readers,	1	40
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Sewell, A. Black Beauty,	1	3 00
Standard Braille Primer, revised,	1	50
Turner's First Reader,	1	40
Twelve Popular Tales, selected by H. C. Lodge,	1	2 00
Wiggin, Kate D. The Story of Patsy,	1	50
Wiggin, Kate D. A Christmas Dinner,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
Script and point alphabet sheets, per hundred,	-	5 00

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
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American Prose,	2	\$6 00
Cooke, Rose Terry. The Deacon's Week,	1	25
Dickens, Charles. Christmas Carol, with extracts from "Pickwick Papers,"	1	3 00
Dickens, Charles. David Copperfield,	5	15 00
Dickens, Charles. Old Curiosity Shop,	3	12 00
Eliot, George. Janet's Repentance,	1	3 00
Eliot, George. Silas Marner,	1	3 50
Emerson, R. W. Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
Goldsmith, Oliver. The Vicar of Wakefield,	1	3 00
Hawthorne, Nathaniel. The Scarlet Letter,	2	5 00
Hawthorne, Nathaniel. Tanglewood Tales,	2	4 00
Johnson, Samuel. Rasselas, Prince of Abyssinia,	1	2 50
Lubbock, Sir John. The Beauties of Nature,	1	2 50
Lytton, Edward Bulwer. The Last Days of Pompeii,	3	9 00
Macaulay, Thomas B. Essays on Milton and Hastings,	1	3 00
Martineau, Harriet. The Peasant and the Prince,	1	3 00
Ruskin, John. Sesame and Lilies,	1	2 50
Scott, Sir Walter. The Talisman,	2	6 00
Scott, Sir Walter. Quentin Durward,	2	6 00
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Shakespeare. Romeo and Juliet,	1	2 00
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Schmitz, Leonhard. History of Greece,	1	3 00
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"Life and her Children," a Reader of Natural History,	1	3 00
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Arban. Method for the Cornet and Sax-Horn, . . .	1	\$1 00
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Kirchner, Th. Op. 7, Album Leaf, . . .	1	05
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Kullak, Th. Scherzo, . . .	1	05
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No. 1, Playfulness, . . .	1	06
No. 3, Dressed for the Ball, . . .	1	06
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Op. 270, No. 2. Family Party Waltz, . . .	1	05
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Op. 81, Pleasures of May, . . .	1	05
Oesten, Th. Op. 276, White Roses, . . .	1	15
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Streabbog, L.	Golden Stars, No. 1, Waltz; No. 2, Polka. No. 3, Schottische; No. 4, Polka-Ma- zurka. No. 5, Galop; No. 6, Quadrille. No. 7, Bird of Paradise, Polka-Ma- zurka. Op. 175, Pleasures of Youth, No. 1, Waltz; No. 2, Polka. No. 3, Schottische; No. 4, Polka-Ma- zurka. No. 5, Galop; No. 6, Quadrille.	1	\$0 15
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Harmiston, J.	Little Romp Quickstep.		
Huse, M. F.	Cricket Polka.		
Lange, G.	Op. 243, No. 13, Boy and Cuckoo. Op. 243, No. 4, Harvest.		
Latour, P.	Marine Galop.		
Lichner.	Op. 111, No. 5, Heliotrope. Op. 111, No. 6, Jessamine.		
Maylath, H.	Op. 166, No. 1, Waltz.		
Meyer, L.	Honey Bee Polka. My Brother Jack Galop.		
Müller, Ed.	Violet Polka-Mazurka. Pansy Galop.		
Oesten, Th.	Op. 202, No. 4, Doll's Dream.		
Ritter, G. P.	The Echo.		
Root, F. W.	The Flyaway Waltz.		
Smallwood, W.	The Gipsy Countess. The Harebell. The Sweet Violet. The Woodbine.		
Strauss, J.	Merry War Waltz.		
Wallis, J. H.	The Skylark.		
Urbach.	Prize Piano School,	2	4 00
<i>Violin.</i>			
Dancla, C.	First Air Varie, Op. 89,		05

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H. M. — Benevento, Lischer, Spontini.		
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Sibley, J. T. When Dreaming (serenade),	1	05
Weber. Bright Sword of Liberty,	1	05
Werner. The Two Roses,	1	05
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| 3. | North America, | . | . | . | " " " |
| 4. | South America, | . | . | . | " " " |
| 5. | Europe, | . | . | . | " " " |
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“Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted.”—*Extract from the By-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying \$300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the “Secretary of State,” in their respective states, can obtain warrants for free admission.

The sum of \$300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

These papers, when properly filled, should be done up together, and forwarded to THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

BY-LAWS, RULES, AND REGULATIONS
OF THE
NEW ENGLAND INSTITUTION
FOR THE
EDUCATION OF THE BLIND,
INCORPORATED 1829.
NOW KNOWN AS THE
PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.

FIFTH EDITION.

BY - LAWS .

ARTICLE I.

The Corporation shall be composed of the persons now members thereof ; of such persons as may be at any legal meeting elected members by ballot, two negative votes excluding the candidate voted upon ; and of such persons as have been at any time appointed trustees in behalf of the state.

ARTICLE II.

There shall be an annual meeting of the Corporation on the second Wednesday of October in every year, for the purpose of electing officers of the Institution, at which meeting the following officers shall be chosen by ballot, namely : a President, a Vice-President, eight Trustees, a Treasurer, and a Secretary, to serve until the next annual meeting, and until others are chosen and qualified in their stead : provided, however, that if, from any cause, the officers should not be elected at the annual meeting, they may be elected at any other meeting regularly notified for the purpose. Vacancies in any office except trusteeship in behalf of the state may be filled by the Board of Trustees.

ARTICLE III.

Notice of the annual meeting shall be given, by the Secretary, in one or more of the newspapers printed in Boston, at least seven days previous to the day of meeting.

ARTICLE IV.

The President, or, in his absence, the Vice-President, shall preside at all meetings of the Corporation.

ARTICLE V.

The Secretary shall call a special meeting of the Corporation on the requisition of the Board of Trustees, or of any ten members of the Corporation, — notice being given as for the annual meeting.

ARTICLE VI.

It shall be the duty of the Board of Trustees to meet at least as often as once every three months. Three shall form a quorum for ordinary business; but a majority of the whole shall be required for a quorum at any meeting to act upon the transfer of real estate. They shall elect annually from their number a permanent chairman, who shall when present preside at meetings of the board. In his absence a chairman *pro tempore* shall be chosen. They shall have power to take any measures which they may deem expedient for encouraging subscriptions, donations, and bequests to the Corporation; to take charge of all the interests and concerns of the Institution; to enter into and bind the Corporation by such compacts and engagements as they may deem advantageous; to appoint a Director who shall have the general supervision of the Institution, and, through him, all necessary officers and assistants, with such compensation as they may deem proper; also a Medical Inspector, with an appropriate salary; to make such rules and regulations for their own government and that of the establishment, and not inconsistent with these By-Laws, as may to them appear reasonable and proper, subject, however, to be altered or annulled by the Corporation. They shall cause a fair record to be kept of all their doings, which shall be laid before the Corporation at every meeting thereof; and at every annual meeting they shall make a report in writing on the Treasurer's accounts, and on the general state of the Institution; comprising a statement of the number of persons received into and discharged from the same, the employment of the pupils, and an inventory of all the real and personal estate of the Corporation.

ARTICLE VII.

It shall be the duty of the Secretary to notify and attend all meetings of the Corporation, and to keep a fair record of their doings. It shall, moreover, be his duty to furnish the Treas-

urer a copy of all votes of the Corporation or of the Trustees, respecting the payment of moneys by him.

ARTICLE VIII.

It shall be the duty of the Treasurer to receive and have the custody of all moneys and securities belonging to the Corporation, which he shall keep and manage, under the direction of the Trustees. He shall pay no moneys but by their order, or the order of their committee, duly authorized. His books shall be open to the inspection of the Trustees. He shall make up his account on the first day of October, in each year, together with an inventory of all the real and personal estate, and of the debts due to and from the Corporation; and he shall give such bonds for the faithful discharge of his duties, as the Trustees shall, from time to time, require. In case of a temporary absence of the Treasurer, the Trustees shall have power to appoint a substitute *pro tempore*.

ARTICLE IX.

These By-Laws may be altered at any meeting of the Corporation: *provided*, that public notice of an intended change is given one week previous to such meeting, and that four-fifths of the members present approve the alteration.

RULES AND REGULATIONS OF THE TRUSTEES.

A meeting of the Trustees shall be held quarterly.

The presence of three members shall constitute a quorum.

STANDING COMMITTEES.

Some one of the Trustees shall visit the Institution as often as twice in each month, in the capacity of Visiting Committee.

This Committee may examine the state of the Institution; the progress, etc., of the pupils; and receive and examine any reports of the Director.

This Committee may report on the state and condition of the Institution at any quarterly meeting of the Trustees.

In addition to the Visiting Committee, there shall be annually appointed by the Board of Trustees the four following Committees: —

1. A Committee on Education, who shall have in charge the care of the musical instruments belonging to the Institution; the purchase of all books, maps and apparatus; the overseeing of the course of study; the printing of all books published by the Institution; and the general care and oversight of all matters relating to the course of instruction pursued in the establishment.

2. A House Committee, who shall have the care of all repairs, grounds, heating, furniture, and laundry; oversight of house-keeper's department and workshop, and charge in general of the store in the city.

3. A Committee on Finance, who shall have charge of any extraordinary expenses; of making investments; renting the spare room in the city; making applications to the legislature, etc.

4. A Committee on Health, who, with the advice of the Medical Inspector and Director, shall regulate drainage, bathing, diet, exercise, and all matters pertaining to the general health of the pupils; and shall determine the quantity and kinds of exercise to be taken in the gymnasium.

AUDITORS OF ACCOUNTS.

Two of the Trustees shall be appointed annually as Auditors of Accounts, and the Treasurer shall pay no money except upon their order.

DIRECTOR.

The Director shall appoint all Teachers and Assistants, subject to the approval of the Committee on Education.

It shall be the duty of the Director to be in daily attendance at the Institution; he shall direct the course of studies to be pursued in the school, with the consent of the Committee on Education; the work to be done in the shop, etc.

He shall cause an account to be kept of the articles made, and of the sale of the same.

He shall lay before the Trustees, at each quarterly meeting, a report of the state of the Institution, and such account to the Visiting Committee as may be required, and shall act as Secretary at the meetings of the Trustees.

He shall cause an account current of the sales and expenditures of the workshop and *salesroom* to be kept, and shall submit the same to the Trustees or Visiting Committee whenever required.

He shall direct a quarterly examination of the pupils, at which any of the Trustees may be present.

He shall prepare the Annual Report of the Institution, to be presented to the Committee on Education for revision, previous to being laid before the Trustees to act thereon.

The teachers, assistants, workmen, and pupils shall be under the immediate direction of the Director; and no orders shall be given to them except through him.

MEDICAL INSPECTOR.

It shall be the duty of the Medical Inspector to visit the Institution at least twice in each week, and to keep a careful

supervision of the health of the pupils, their diet, cleanliness, and the general hygienic condition of the buildings and grounds.

ADMISSION OF BENEFICIARIES.

Candidates for admission must be over nine, and under nineteen years of age, and none others shall be admitted.

They shall produce certificates of incurable blindness from some respectable physician of regular standing. They must be free from any epileptic or contagious disorder, and from any physical affliction that would render them unfit inmates with others.

They must produce satisfactory evidence of good moral character whenever it is required.

They must be provided with a sufficient stock of decent and comfortable clothing.

The clothing must be renewed by the parents or guardian from time to time as may be necessary; anything more than common mending will not be done at the expense of the Institution.

All the articles of clothing must be marked with the name of the owner, *at full length*.

ADMISSION OF PUPILS NOT BENEFICIARIES.

Any blind persons of proper age and qualifications may be admitted to the Institution, at the discretion of the Director and of the Committee on Education. They shall pay at least twenty-five dollars per month, one quarter in advance, or give sufficient security therefor.

This sum will cover all the expenses of board and ordinary tuition.

INSTRUCTION.

The pupils will be taught reading, writing, arithmetic, algebra, geography, history, physiology, and such other subjects as are taught in the best common schools; beside vocal and instrumental music.

They will be required to observe strictly all the rules and regulations of the Institution.

No one can absent himself from the Institution without the permission of the Director; nor from the school-room, without his consent, or that of the instructor.

The hours for work, for study, and for recreation being established by rule, each pupil will be expected to conform strictly to them.

All will be expected to attend Divine service on the Sabbath ; but each may select his own place of worship, — provided he furnishes himself with a guide.

The Rules and Regulations of the Trustees may be altered by the Trustees at any regular meeting of the Board, provided that notice has been given of the proposed change at the preceding regular meeting, and provided that every member not present at such preceding meeting shall have written notice of the same.

ACTS RELATING TO THE BLIND.

The legislatures of three of the New England states, Connecticut, Rhode Island and Maine, passed the following Acts relating to the education of the blind : —

STATE OF CONNECTICUT.

AN ACT FOR THE EDUCATION OF THE BLIND.

GENERAL ASSEMBLY, JANUARY SESSION, A.D. 1893.

Be it enacted by the Senate and House of Representatives in General Assembly convened :

SECTION 1. All blind persons, or persons so nearly blind that they cannot have instruction in the public schools, who are of suitable age and capacity for instruction in the simple branches of education and who are legal residents of the state, shall be entitled to receive such instruction and for such a length of time as may be deemed expedient by the board of education of the blind hereinafter provided for ; the expense of such education to be paid by the state, to an amount not exceeding three hundred dollars for each of said persons in any one year, except that where the parents of such blind persons are not able to provide for his or her clothing and transportation, an additional sum of thirty dollars per year may be allowed for those expenses.

SECT. 2. The board of education of the blind is hereby established. The board shall consist of four members, of whom the governor of the state and the chief justice of the supreme court for the time being shall be permanent members. The other two members shall be appointed by the governor and shall be a man and a woman, one of whom shall be a blind person, both residents of the state. Their term of office shall commence on the first day of July, in the year when they are appointed, and shall continue for four years, except that one of the members appointed the first year shall hold his or her office for only two

years, the governor designating at the time of the appointment which of the two shall thus hold for only two years. The governor may for a reasonable cause remove any one of these two members and appoint another person to fill the vacancy; the appointment thus made to be only for the unexpired part of the term of the member removed. The chief justice may also appoint as a member in his place, if he shall prefer to do so, any judge or ex-judge of the supreme or superior court, such appointment, however, to be for only two years from its date.

SECT. 3. Said board shall meet annually on the first Monday of July, at the capitol, and may meet any other time upon the call of the secretary of the board, hereinafter provided for, and the secretary shall call a meeting at the request of any two members of the board. The governor shall be chairman of the board, and in his absence, the judicial member. The board shall have power to adopt rules for its own action, for the carrying out of the objects of this act, and for determining what persons shall receive its benefits.

SECT. 4. Said board shall appoint a secretary who shall also act as treasurer and prescribe his or her duties and compensation, which office shall be held subject to the pleasure of the board. No member of the board shall receive compensation for services rendered unless such services shall be special and specially requested by the board, in which case a moderate allowance may be made for the time actually spent. The actual and necessary expenses of the members and of the secretary shall be paid, and a certified statement of such expenses and of the amount paid for the salary of the secretary and special compensation for special services of the members shall be filed with the comptroller within one month after the termination of each year. The salary of the secretary shall be paid monthly, and all other bills for services and expenses at the end of the year, and the certificate of the governor of the amount shall be a sufficient warranty to the comptroller for the payment of the same, a certificate of the items being first filed with him as above provided. The tuition and other expenses of the beneficiaries shall be paid quarterly by the comptroller, upon the certificate of the governor or judicial member as to the amount, which certificate shall be accompanied with a detailed statement of the items.

SECT. 5. The board is authorized to contract with any insti-

tution or institutions within this state or in any other state, having facilities for the instruction of the blind, for the education of the blind persons from this state found by the board to be fitted for such instructions, but within the expenditure therefor provided in the first section of this act.

SECT. 6. Said board shall be empowered to compel attendance of any minor blind child at any such institution; and if the parents or guardians of any such child shall not assent thereto, the judge of probate in the district where said child resides shall, on the application of any member of said board, and after reasonable notice to the parents or guardians, of time and place for the hearing of said application, inquire into the facts; and if said judge shall find that the sight of such child is so impaired as to disable it from attending and receiving instruction at ordinary public schools, he shall issue his order, placing said child in the care and custody of said board, until further order of said court, and said order shall give to said board all the rights and authority of a parent over said child.

SECT. 7. Said board is hereby authorized to adjust and order the payment of any claim which the Perkins Institute for the Blind, at Boston, may have, for the care and education of children received in that institution from Connecticut since September 1, 1892.

STATE OF MAINE.

AN ACT TO PROVIDE FOR THE FREE EDUCATION OF THE DEAF, DUMB AND BLIND.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows :

SECTION 1. Upon the request of the parents or guardians, the governor may, with the approval of the council, send such deaf mutes or deaf children or blind children as he may deem fit subjects for education, for a term not exceeding ten years, and thereafter in the discretion of the governor and council, in the case of any pupil, to the American asylum at Hartford, Connecticut, or to the Portland school for the deaf at Portland, in the case of deaf mutes or deaf children, and to the Perkins institute for the blind at South Boston, Massachusetts, in the case of blind children. In the exercise of the discretionary power conferred by this act, no distinction shall be made on

account of the wealth or poverty of the parents or guardians of such children. No such pupil shall be withdrawn from such institutions or schools except with the consent of the proper authorities thereof or of the governor; and the sums necessary for the support and instruction of such pupils in such institutions or school, including all travelling expenses of such pupils attending such institutions or school, shall be paid by the state: *provided, however*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of such pupils.

SECT. 2. Sections one hundred twenty-six, one hundred twenty-seven, and one hundred twenty-eight of chapter eleven of the revised statutes of eighteen hundred eighty-three, are hereby repealed.

SECT. 3. This act shall take effect when approved.

Approved March 14, 1893.

STATE OF RHODE ISLAND.

AN ACT MAKING PROVISION FOR THE EDUCATION OF INDIGENT BLIND CHILDREN.

SECTION 1. The governor, on recommendation of the state board of education, upon application of the parent or guardian, may appoint any indigent blind child, being a legal resident of this state, who shall appear to said board to be a fit subject for education, as a state beneficiary, at any suitable institution or school now established, or that may be established, either within or without the state, for such period as he may determine: *provided*, that no beneficiary shall receive educational aid for a longer time than ten years; and the governor shall have the power to revoke any such appointment at any time for cause.

SECT. 2. The board of education are hereby clothed with the duty and responsibility of supervising the education of all such beneficiaries, and no child appointed as above shall be withdrawn from any institution or school except with their consent or the consent of the governor; and said board shall annually report to the general assembly their doings under this chapter, with such further information in relation to the several institutions at which these beneficiaries have been placed as may be deemed desirable.

SECT. 3. The board of education may expend in the purchase

of necessary clothing for such beneficiaries a sum not exceeding twenty dollars, in any calendar year, for a single child.

SECT. 4. All bills arising under this chapter shall be examined and approved by the board of education, and the state auditor is hereby authorized to draw his orders on the general treasurer for the payment thereof when properly certified by the secretary of the board and approved by the governor, and a sum not to exceed twelve thousand dollars, or so much thereof as may be needed, is hereby annually appropriated therefor out of any money in the treasury not otherwise appropriated.

SECT. 5. Chapter seventy-eight of the Public Statutes is hereby repealed.

FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of _____ dollars.

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately) with full power to sell, mortgage and convey the same, free of all trusts.

SIXTY-THIRD ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1894.

BOSTON :
WRIGHT & POTTER PRINTING COMPANY,
18 POST OFFICE SQUARE

1895.



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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 16, 1894.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-third annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

OFFICERS OF THE CORPORATION.

1894-95.

SAMUEL ELIOT, LL.D., *President.*
GEORGE S. HALE, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

LEVERETT SALTONSTALL, <i>Chairman.</i>	EDWARD N. PERKINS.
EDWARD BROOKS.	WILLIAM L. RICHARDSON, M.D.
WILLIAM ENDICOTT, JR.	HENRY STONE.
JOSEPH B. GLOVER.	THOMAS F. TEMPLE.
J. THEODORE HEARD, M.D.	S. LOTHROP THORNDIKE.
HENRY MARION HOWE.	GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1895.

January,	EDWARD BROOKS.
February,	W. ENDICOTT, Jr.
March,	J. B. GLOVER.
April,	J. T. HEARD.
May,	H. M. HOWE.
June,	E. N. PERKINS.

1895.

July,	W. L. RICHARDSON
August,	L. SALTONSTALL.
September,	HENRY STONE.
October,	T. F. TEMPLE.
November,	S. L. THORNDIKE.
December,	G. W. WALES.

Committee on Education.

HENRY STONE.
H. M. HOWE.
EDWARD BROOKS.

House Committee.

E. N. PERKINS.
G. W. WALES.
L. SALTONSTALL.
EDWARD BROOKS.

Committee on Finance.

S. L. THORNDIKE.
W. ENDICOTT, Jr.
J. B. GLOVER.
T. F. TEMPLE.

Committee on Health.

J. T. HEARD, M.D.
WM. L. RICHARDSON, M.D.
T. F. TEMPLE.

Auditors of Accounts.

J. T. HEARD, M.D.
S. L. THORNDIKE.

OFFICERS OF THE INSTITUTION.

M. ANAGNOS, *Director.*

JOHN HOMANS, M.D., *Medical Inspector.*

LITERARY DEPARTMENT.

Boys' Section.

GUY G. FURNEL.
Miss CAROLINE E. McMASTER.
Miss JULIA A. BOYLAN.
Miss JESSICA L. LANGWORTHY.
Miss SARAH L. DINSMORE.
Miss EDITH A. FLAGG.

Girls' Section.

Miss GAZELLA BENNETT.
Miss SARAH M. LILLEY.
Miss FRANCES S. MARRETT.
Miss MABEL TOWNSEND.
Miss JULIA E. BURNHAM.
Miss SARAH M. WALKER.

Miss SARAH ELIZABETH LANE, *Librarian.*

Miss ALICE M. MARSHALL, *Assistant.*

Miss ELLA FRANCES PROUT, *Clerk.*

DEPARTMENT OF MUSIC.

Boys' Section.

THOMAS REEVES.
Miss FRED A. BLACK.
Miss LOUISE LAWTON.
Miss MARY E. BURBECK.

W. LUTHER STOVER.
Miss ALMIRA S. KNAPP, *Reader.*
E. N. LAFRICAINE.
LORENZO WHITE.

Girls' Section.

Miss MARY P. WEBSTER.
Miss MARY E. RILEY.

Miss HARRIET W. BUSTIN.
Miss SARAH H. MCGEE.

CARL BAERMANN.
GEORGE W. WANT.
JULIUS AKEROYD.

TUNING DEPARTMENT.

JOEL WEST SMITH, *General Supervisor.*

GEORGE E. HART, *Instructor and Manager.*

DEPARTMENT OF MANUAL TRAINING.

JOHN H. WRIGHT, *Work Master.*
JULIAN H. MABEY, *Assistant.*
THOMAS CARROLL, *Assistant.*

Miss MARY L. SANFORD, *Work Mistress.*
Miss FRANCES M. LANGWORTHY, *Ass't.*
Miss FLORA J. McNABB, *Assistant.*

Miss MARY B. KNOWLTON, *Sloyd Teacher.*

DOMESTIC DEPARTMENT.

Steward.

ANTHONY W. BOWDEN.

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. CORA L. GLEASON.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

Matrons.

Miss MARIA C. MOULTON.
Miss P. N. ANDREWS, *Acting Matron.*
Mrs. SARAH A. STOVER, *Assistant.*

PRINTING DEPARTMENT.

DENNIS A. REARDON, *Manager.*
Mrs. ELIZABETH L. BOWDEN, *Printer.*

Miss LITA WESTON, *Printer.*

WORKSHOP FOR ADULTS.

EUGENE C. HOWARD, *Manager.*
PLINY MORRILL, *Foreman.*

Miss M. A. DWELLY, *Forewoman.*
Miss ESTELLE M. MENDUM, *Clerk.*

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

-
- | | |
|---------------------------------------|-------------------------------------|
| Abbott, Mrs. Martha T., Cambridge. | Barrows, Mrs. S. J., Dorchester. |
| Adams, John A., Pawtucket, R. I. | Bartlett, Miss Elvira, Boston. |
| Agassiz, Mrs. E. C., Cambridge. | Bartlett, Francis, Boston. |
| Ahl, Mrs. Daniel, Boston. | Bartlett, Miss F., Boston. |
| Alger, Rev. William R., Boston. | Bartlett, Mrs. John, Cambridge. |
| Ames, Hon. Oliver, Boston. | Bartlett, Mrs. Mary E., Boston. |
| Amory, C. W., Boston. | Bartlett, Miss Mary F., Boston. |
| Amory, Mrs. William, Boston. | Bartol, Rev. Cyrus A., Boston. |
| Anagnos, M., Boston. | Bartol, Miss Mary, Boston. |
| Anderson, Mrs. John F., Boston. | Bates, Arlo, Boston. |
| Appleton, Mrs. Randolph M., New York. | Baylies, Mrs. Charlotte A., Boston. |
| Appleton, Mrs. William, Boston. | Beach, Rev. D. N., Cambridge. |
| Appleton, Dr. William, Boston. | Beal, James H., Boston. |
| Apthorp, William F., Boston. | Beard, Hon. Alanson W., Boston. |
| Atkins, Mrs. Elisha, Boston. | Beckwith, Miss A. G., Providence. |
| Atkinson, Edward, Boston. | Beckwith, Mrs. T., Providence. |
| Austin, Edward, Boston. | Beebe, E. Pierson, Boston. |
| Aylesworth, H. B., Providence. | Beebe, J. Arthur, Boston. |
| Bacon, Edwin M., Boston. | Beebe, Mrs. J. Arthur, Boston. |
| Bacon, Mrs. E. P., Boston. | Bigelow, Mrs. Prescott, Boston. |
| Baker, Mrs. Ezra H., Boston. | Binney, William, Providence. |
| Baker, Miss M. K., Boston. | Black, George N., Boston. |
| Baker, Mrs. Richard, Jr., Boston. | Blake, Mrs. George B., Boston. |
| Balch, F. V., Boston. | Blanchard, G. D. B., Malden. |
| Baldwin, Simeon E., New Haven, Conn. | Bourn, Hon. A. O., Bristol, R. I. |
| Baldwin, William H., Boston. | Bouvé, Thomas T., Boston. |
| Balfour, Miss Mary D., Charlestown. | Bowditch, Dr. H. P., Jamaica Plain. |
| Ballard, Miss E., Boston. | Bowker, Charles F., Boston. |
| Barbour, E. D., Boston. | Boyden, Mrs. Charles, Boston. |
| Barrett, William E., Boston. | Brackett, Mrs. Henry, Boston. |
| Barrows, Rev. S. J., Dorchester. | Brackett, Miss Nancy, Quincy. |
| | Bradlee, Miss Helen C., Boston. |
| | Brimmer, Hon. Martin, Boston. |
| | Brimmer, Mrs. Martin, Boston. |
| | Brooke, Rev. Stopford W., Boston. |

- Brooks, Edward, Hyde Park.
Brooks, Rev. Geo. W., Dorchester.
Brooks, Peter C., Boston.
Brooks, Mrs. Peter C., Boston.
Brooks, Shepherd, Boston.
Brown, B. F., Boston.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Browne, Miss H. T., Boston.
Bullard, William S., Boston.
Bullard, Mrs. William S., Boston.
Bumstead, Mrs. Freeman J., Cambridge.
Bundy, James J., Providence.
Burgess, Mrs. S. K., Brookline.
Burnham, Mrs. John A., Boston.
Burnham, Miss Julia E., Lowell.
Burnham, William A., Boston.
Burton, J. W., M.D., Flushing, N. Y.
Cabot, Mrs. S., Brookline.
Cabot, Walter C., Boston.
Callahan, Miss Mary G., South Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Carter, John W., West Newton.
Carter, Mrs. John W., West Newton.
Cary, Miss A. P., Boston.
Cary, Miss Ellen G., Boston.
Cary, Mrs. Richard, Boston.
Cary, Miss E. F., Cambridge.
Cary, Miss S. G., Cambridge.
Case, Mrs. Laura L., Boston.
Center, Joseph H., Boston.
Chace, James H., Valley Falls, R. I.
Chace, Hon. Jonathan, Valley Falls, R. I.
Chadwick, Mrs. C. C., Boston.
Chamberlin, Joseph Edgar, Boston.
Chamberlin, E. D., Boston.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Miss A. M., Boston.
Cheever, Dr. David W., Boston.
Cheever, Miss M. E., Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Claflin, Hon. William, Boston.
Clark, Mrs. Joseph W., Boston.
Clark, Miss S. W., Beverly.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., New York.
Clement, Edward H., Boston.
Coates, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
Cook, Charles T., Detroit, Mich.
Cook, Mrs. Charles T., Detroit, Mich.
Coolidge, Dr. A., Boston.
Coolidge, J. Randolph, Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, John T., Boston.
Coolidge, Mrs. J. T., Boston.
Coolidge, Mrs. J. Templeman, Boston.
Coolidge, T. Jefferson, Boston.
Cotting, C. U., Boston.
Cowing, Miss Grace G., Roxbury.
Cowing, Mrs. Martha W., West Roxbury.
Crafts, Mrs. J. M., Boston.
Crane, Mrs. Zenas M., Dalton.
Crocker, U. H., Boston.
Croft, Mrs. Carrie A., Boston.
Crosby, Joseph B., Boston.
Crosby, Sumner, Brookline.
Crosby, William S., Brookline.
Cruft, Miss Harriet O., Boston.
Cummings, Mrs. Annie L., Portland, Me.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Cunniff, Hon. M. M., Boston.
Curtis, C. A., Boston.
Curtis, Greeley S., Boston.

- Curtis, Mrs. Greeley S., Boston.
 Curtis, Mrs. Mary S., Boston.
 Cushing, Thomas, Boston.
 Dabney, Mrs. Lewis S., Boston.
 Dalton, C. H., Boston.
 Dalton, Mrs. C. H., Boston.
 Dana, Mrs. Samuel B., Boston.
 Darling, Cortes A., Providence, R.I.
 Darling, Hon. L. B., Pawtucket,
 R. I.
 Davis, Miss A. W., Boston.
 Davis, Mrs. Edward L., Boston.
 Dean, Hon. Benjamin, South Bos-
 ton.
 Derby, Miss Lucy, Boston.
 Dexter, Mrs. F. G., Boston.
 Dillaway, W. E. L., Boston.
 Dinsmoor, George R., Keene, N. H.
 Ditson, Mrs. Oliver, Boston.
 Doliber, Thomas, Boston.
 Dow, Miss Jane F., Milton.
 Dow, Mrs. Moses A., Brookline.
 Dunklee, Mrs. John W., Boston.
 Durant, William, Boston
 Dutton, Miss Lydia W., Boston.
 Dutton, Miss Mary M., Boston.
 Earle, Mrs. T. K., Boston.
 Eaton, W. S., Boston.
 Eliot, Rev. Christopher R., Dor-
 chester.
 Eliot, Dr. Samuel, Boston.
 Elliott, Mrs. Maud Howe, Boston.
 Ellis, Rev. George E., D D., Bos-
 ton.
 Ellis, George H., Boston.
 Emery, Francis F., Boston.
 Endicott, Henry, Boston
 Endicott, Miss Mary E., Beverly.
 Endicott, William, Jr., Boston.
 Ernst, C. W., Boston.
 Evans, Mrs. Glendower, Boston.
 Everett, Mrs. Emily, Cambridge.
 Fairbanks, Miss C. L., Boston.
 Farlow, George A., Boston.
 Farnam, Mrs. Ann S., New Haven
 Faulkner, Mrs. Charles, Boston.
 Faulkner, Miss Fannie M., Boston.
 Fay, Mrs. Dudley B., Boston.
 Fay, H. H., Boston.
 Fay, Mrs. H. H., Boston.
 Fay, Mrs. Joseph S., Jr., Boston.
 Fay, Miss Sarah B., Boston.
 Fay, Miss S. M., Boston.
 Ferguson, Mrs. C. H., Dorchester.
 Ferris, Miss E. M., Brookline.
 Ferris, Mrs. Mary E., Brookline.
 Field, Mrs. E. E. V., Milton.
 Field, Mrs. Nancy M., Monson.
 Fields, Mrs. James T., Boston.
 Fiske, Mrs. Joseph N., Boston.
 Fitz, Mrs. W. Scott, Boston.
 Folsom, Charles F., M.D., Boston.
 Foote, Miss M. B., Cambridge.
 Forbes, John M., Milton.
 Foster, Miss C. P., Cambridge.
 Foster, Mrs. Emily Wells, Hart-
 ford, Conn.
 Foster, Francis C., Cambridge.
 Foster, Mrs. Francis C., Cam-
 bridge.
 Foster, John, Boston.
 Freeman, Miss Harriet E., Boston.
 French, Jonathan, Boston.
 Frothingham, Miss Ellen, Boston.
 Frothingham, Rev. Octavius B.,
 Boston.
 Fry, Mrs. Charles, Boston.
 Fuller, Mrs. Caroline A., West
 Hingham.
 Gaffield, Thomas, Boston.
 Galloupe, C. W., Boston.
 Gammans, Hon. George H.,
 Charlestown.
 Gammell, Mrs. Wm., Providence.
 Gardiner, Charles P., Boston.
 Gardner, George A., Boston.
 Gardner, Mrs. John L., Boston.
 George, Charles H., Providence.
 Gill, Mrs. Francis A., Boston.
 Glidden, W. T., Boston.
 Glover, Albert, Boston.
 Glover, Miss Caroline L., Boston.

- Glover, Joseph B., Boston.
Goddard, Miss Matilda, Boston.
Goddard, William, Providence.
Goff, Darius L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Goldthwait, Mrs. John, Chestnut Hill.
Gooding, Rev. Alfred, Portsmouth, N. H.
Goodman, Richard, Lenox.
Goodnow, Mrs. Lucie M., Cambridge.
Goodwin, Miss A. M., Cambridge.
Gordon, Rev. George A., D.D., Boston.
Gray, Mrs. Ellen, New York City.
Green, Charles, Boston.
Greenleaf, Mrs. James, Cambridge.
Griffin, S. B., Springfield.
Grover, William O., Boston.
Grover, Mrs. William O., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, Mrs. Florence Howe, Plainfield, N. J.
Hall, Miss L. E., Hanover.
Hall, Miss Minna B., Longwood.
Hall, Mrs. Martin L., Boston.
Hammond, Mrs. Gardiner G., Jr., Boston.
Hammond, Mrs. George W., Boston.
Hanscom, Dr. Sanford, Somerville.
Haskell, Edwin B., Auburndale.
Haskell, Mrs. Edwin B., Auburndale.
Haven, Miss Eliza A., Portsmouth, N. H.
Haven, Mrs. Lucy B., Lynn.
Hayden, Mrs. Isaac, Roxbury.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Head, Charles, Boston.
Head, Mrs. Charles, Boston.
Heard, J. T., M.D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. Charles P., Boston.
Henshaw, Mrs. Harriet A., Boston.
Herford, Rev. Brooke, England.
Hersey, Charles H., Boston.
Higginson, Frederick, Brookline.
Higginson, Henry Lee, Boston.
Higginson, Mrs. Henry Lee, Boston.
Hill, Dr. A. S., Somerville.
Hill, Hon. Hamilton A., Boston.
Hill, J. E. R., Boston.
Hill, Mrs. T. J., Providence.
Hodges, Dr. R. M., Boston.
Hodgkins, Frank E., Somerville.
Hodgkins, William A., Somerville.
Hogg, John, Boston.
Hogg, Mrs. John, Boston.
Hollis, Mrs. S. J., Lynn.
Holmes, Charles W., Stanstead, Canada.
Holmes, John H., Boston.
Hooper, E. W., Boston.
Hooper, Mrs. R. C., Boston.
Horton, Mrs. William H., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Boston.
Howard, Hon. Henry, Providence.
Howe, Henry Marion, Boston.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howland, Mrs. O. O., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, Miss Charlotte, Boston.
Hunnewell, Francis W., Boston.
Hunnewell, H. H., Boston.
Hunnewell, Mrs. H. S., Boston.
Hutchins, Mrs. Constantine F., Boston.
Iasigi, Miss Mary V., Boston.
Ingraham, Mrs. E. T., Wellesley.
Jackson, Charles C., Boston.

- Jackson, Edward, Boston.
Jackson, Mrs. Dr. J. A., Manchester, N. H.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Cambridge.
James, Mrs. Clitheroe Dean, Brookline.
James, Mrs. Julia B. H., Boston
Jenks, Miss C. E., Boston.
Johnson, Samuel, Boston.
Jones, Mrs. Edward C., New Bedford.
Jones, Miss Ellen M., Boston.
Jordan, Mrs. E. D., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, Miss H. W., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, Mrs. Henry P., Boston.
Kilmer, Frederick M., Somerville.
Kimball, Mrs. David P., Boston.
Kimball, Edward P., Malden.
Kimball, Mrs. M. Day, Boston.
Knapp, George B., Boston.
Knowlton, Daniel S., Boston.
Kramer, Henry C., Boston.
Lamb, Mrs. Annie L., Boston.
Lamson, Miss C. W., Dedham.
Lang, B. J., Boston.
Lang, Mrs. B. J., Boston.
Lawrence, James, Groton.
Lawrence, Mrs. James, Groton.
Lawrence, Rt. Rev. Wm, Cambridge.
Lee, George C., Boston.
Lee, Mrs. George C., Boston.
Lee, Henry, Boston.
Lily, Mrs. Amy H., London, Eng.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Littell, Miss S. G., Brookline.
Lodge, Mrs. Anna C., Boston.
Lodge, Hon. Henry C., Boston.
Longfellow, Miss Alice M., Cambridge.
Lord, Rev. A. M., Providence, R. I.
Loring, Mrs. W. Caleb, Boston.
Lothrop, John, Auburndale.
Lothrop, Mrs. Thornton K., Boston.
Lovering, Mrs. Charles T., Boston.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Miss Amy, Boston.
Lowell, Augustus, Boston.
Lowell, Charles, Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. George G., Boston.
Lowell, Miss Georgina, Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Luce, Matthew, Boston.
Lyman, Arthur T., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Brookline.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Manning, Mrs. Mary W., Brooklyn, N. Y.
Marcy, Fred I., Providence.
Marrett, Miss Helen M., Standish, Me.
Marsh, Miss Sarah L., Hingham.
Marston, S. W., Boston.
Marvin, Mrs. E. C., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
Matchett, Mrs. W. F., Boston.
Matthews, Mrs. A. B., Boston.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, F. W. G., Dorchester.
Merriam, Charles, Boston.
Merriam, Mrs. Charles, Boston.
Merritt, Edward P., Boston.
Metcalf, Jesse, Providence.
Meyer, Mrs. George von L., Boston.
Minot, Mrs. Charles H., Boston.

- Minot, Francis, M.D., Boston.
Minot, J. Grafton, Boston.
Minot, The Misses, Boston.
Mixer, Miss Madeleine C., Boston.
Montgomery, William, Boston.
Morgan, Eustis P., Saco, Me.
Morgan, Mrs. Eustis P., Saco, Me.
Morison, John H., Boston.
Morison, Mrs. John H., Boston.
Morrill, Charles J., Boston.
Morse, Mrs. Leopold, Boston.
Morse, Miss Margaret F., Jamaica Plain.
Morss, A. S., Charlestown.
Morton, Edwin, Boston.
Motley, Mrs. E. Preble, Boston.
Moulton, Miss Maria C., Boston.
Neal, George B., Charlestown.
Nevins, David, Boston.
Newell, Mrs. M. Abbie, Boston.
Nichols, Mrs. Frederick S., Boston.
Nichols, J. Howard, Boston.
Nickerson, Andrew, Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Grenville H., Boston.
Norcross, Miss Laura, Boston.
Norcross, Mrs. Otis, Jr., Boston.
Noyes, Hon. Charles J., Boston.
Ober, Louis P., Boston.
Oliver, Dr. Henry K., Boston.
Osborn, John T., Boston.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Paine, Mrs. Robert Treat, Boston.
Palfrey, Mrs. Francis W., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Richard T., Boston.
Parkinson, John, Boston.
Parkinson, Mrs. John, Boston.
Parkman, George F., Boston.
Payson, S. R., Boston.
Peabody, Rev. Endicott, Groton.
Peabody, F. H., Boston.
Peabody, Frederick W., Boston.
Peabody, O. W., Milton.
Peabody, Mrs. Robert S., Brookline.
Peabody, S. E., Boston.
Perkins, Charles Bruen, Boston.
Perkins, Mrs. C. E., Boston.
Perkins, Edward N., Jamaica Plain.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Boston.
Phipps, Mrs. John A., Boston.
Pickering, Mrs. Edward, Boston.
Pickman, Mrs. D. L., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierce, Mrs. M. V., Milton.
Pierson, Mrs. Mary E., Windsor, Conn.
Pope, Mrs. A. A., Boston.
Porter, Charles H., Quincy.
Potter, Isaac M., Providence.
Potter, Mrs. Warren B., Boston.
Powars, Miss Mary A., Boston.
Pratt, Elliott W., Boston.
Pratt, Mrs. Sarah M., Boston.
Prendergast, J. M., Boston.
Putnam, Mrs. S. R., Boston.
Quincy, George Henry, Boston.
Rantoul, Miss Hannah L., Beverly.
Rantoul, Robert S., Salem.
Reardon, Dennis A., Boston.
Reed, Mrs. William Homer, Boston.
Reynolds, Walter H., Boston.
Rice, Hon. A. H., Boston.
Rice, Mrs. Henry A., Boston.
Richards, Mrs. Cornelia W., Boston.
Richards, Miss Elise, Boston.
Richards, Mrs. Laura E., Gardiner, Me.
Richardson, John, Boston.
Richardson, Miss M. Grace, New York.
Richardson, Mrs. M. R., Boston.

- Richardson, William L., M.D., Boston.
 Robbins, Royal E., Boston.
 Roberts, Mrs. A. W., Somerville.
 Robertson, Mrs. Alice Kent, Charles-town.
 Robinson, Henry, Reading.
 Rodman, S. W., Boston.
 Rodocanachi, J. M., Boston.
 Rogers, Miss Clara B., Boston.
 Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Rogers, Jacob C., Boston.
 Rogers, Mrs. William B., Boston.
 Ropes, John C., Boston.
 Ropes, Mrs. Joseph A., Boston.
 Ropes, Joseph S., Boston.
 Rotch, Miss Edith, Boston.
 Russell, Henry G., Providence.
 Russell, Mrs. Henry G., Providence.
 Russell, Henry S., Boston.
 Russell, Miss Marian, Boston.
 Russell, Mrs. William A., Boston.
 Saltonstall, Hon. Leverett, Newton.
 Saltonstall, Mrs. Leverett, Newton.
 Sampson, George, Boston.
 Sanborn, Frank B., Concord.
 Sayles, F. C., Pawtucket, R. I.
 Schlesinger, Barthold, Boston.
 Schlesinger, Sebastian B., Boston.
 Sears, David, Boston.
 Sears, Mrs. Fred. R., Jr., Boston.
 Sears, Frederick R., Boston.
 Sears, Mrs. Knyvet W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Willard T., Boston.
 Sharpe, L., Providence.
 Shaw, Mrs. G. Howland, Boston.
 Shaw, Henry S., Boston.
 Shaw, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, W. H., Boston.
 Shinkle, Miss Camilla Hunt, Covington, Ky.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Slafter, Rev. Edmund F., Boston.
 Slater, H. N., Jr., Providence.
 Slocum, Mrs. W. H., Jamaica Plain.
 Snelling, Samuel G., Boston.
 Sohler, Miss E. D., Boston.
 Sohler, Miss Elizabeth, Boston.
 Sohler, Miss Emily L., Boston.
 Spaulding, J. P., Boston.
 Spaulding, Mrs. Mahlon D., Boston.
 Spencer, Henry F., Boston.
 Sprague, F. P., M.D., Boston.
 Sprague, S. S., Providence.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Stearns, Mrs. Charles H., Brookline.
 Stevens, Miss C. Augusta, New York.
 Stewart, Mrs. C. B., Boston.
 Stone, Col. Henry, South Boston.
 Storrs, Mrs. E. K., Brookline.
 Sturgis, Francis S., Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Talbot, Mrs. Isabella W., North Billerica.
 Tapley, Mrs. Amos P., Boston.
 Tarbell, George G., M.D., Boston.
 Temple, Thomas F., Boston.
 Thaw, Mrs. William, Pittsburg, Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Miss A. G., Andover.
 Thayer, Rev. George A., Cincinnati.
 Thayer, Mrs. Harriet L., Boston.
 Thayer, Mrs. Nathaniel, Boston.
 Thomas, Mrs. Joseph B., Boston.
 Thorndike, Mrs. Delia D., Boston.
 Thorndike, S. Lothrop, Cambridge.
 Ticknor, Miss A. E., Boston.

- Tilden, Miss Alice Foster, Milton.
Tilden, Miss Edith S., Milton.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Newtonville.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Tompkins, Eugene, Boston.
Torrey, Miss A. D., Boston.
Tower, Col. William A., Boston.
Townsend, Miss Sophia T., Boston.
Troup, John E., Providence.
Tuckerman, Mrs. C. S., Boston.
Turner, Miss Abby W., Randolph.
Turner, Miss Alice M., Randolph.
Turner, Mrs. M. A., Providence.
Turner, Mrs. Royal W., Randolph.
Underwood, Herbert S., Boston.
Upham, Mrs. George P., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Vose, Miss Caroline C., Milton.
Wainwright, Miss R. P., Boston.
Wales, George W., Boston.
Wales, Mrs. George W., Boston.
Wales, Joseph H., Boston.
Ward, Rev. Julius H., Boston.
Warden, Erskine, Waltham.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Ware, Miss Charlotte L., Cambridge.
Warren, J. G., Providence.
Warren, Mrs. J. Sullivan, Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Rev. Alfred F., South Boston.
Washburn, Hon. J. D., Worcester.
Waterston, Mrs. R. C., Boston.
Watson, Thomas A., Weymouth.
Watson, Mrs. Thomas A., Weymouth.
Webster, Mrs. John G., Boston.
Weeks, A. G., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Boston.
Weld, Mrs. William F., Boston.
Weld, W. G., Boston.
Wells, Mrs. Elizabeth S., Boston.
Wesson, J. L., Boston.
Wheelock, Miss Lucy, Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, Mrs. Charles T., Boston.
White, G. A., Boston.
White, Joseph A., Framingham.
Whitehead, Miss Mary, West Somerville.
Whitford, George W., Providence.
Whiting, Albert T., Boston.
Whiting, Ebenezer, Boston.
Whitman, Mrs. Sarah W., Boston.
Whitney, Miss Anne, Boston.
Whitney, Edward, Belmont.
Whitney, Henry M., Brookline.
Whitney, Miss Sarah W., Boston.
Whitten, Mrs. Elizabeth S., Dorchester.
Whitwell, S. Horatio, Boston.
Whitwell, Miss S. L., Boston.
Wigglesworth, Edward, M D., Boston.
Wigglesworth, Thomas.
Wightman, W. B., Providence.
Williams, Mrs. H., Boston.
Williams, Miss Louise H., Boston.
Wilson, Mrs. Maria Gill, Boston.
Winslow, Mrs. George, Roxbury.
Winsor, Mrs. Ernest, Chestnut Hill.
Winsor, J. B., Providence.
Winthrop, Mrs. John, Stockbridge.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, Mrs. J. H., Boston.
Wolcott, Roger, Boston.
Woodruff, Thomas T., Boston.
Woods, Henry, Boston.
Woolf, Benjamin E., Boston.
Worthington, Roland, Roxbury.
Young, Mrs. Benjamin L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS
OF THE
ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 10, 1894.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Col. Henry Stone presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President — Samuel Eliot, LL.D.

Vice-President — George S. Hale.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

Rev. George A. Gordon, D.D., Charles Lowell, John H. Morison, Eugene Tompkins, Mrs. John A. Phipps of Boston, Charles H. Porter of Quincy and Miss Alice Foster Tilden of Milton were afterwards elected members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND
SOUTH BOSTON, October 3, 1894.

To the Members of the Corporation.

LADIES AND GENTLEMEN: — At the return of your annual meeting, it becomes the duty of the trustees, to whom you and the governor and the council of the commonwealth have entrusted the management of the institution, to render an account of their stewardship for the year ending September 30, 1894.

No very marked changes have occurred in the school since the publication of the last annual report. The same principles, which have hitherto marked its administration, continue to be exercised. We feel assured that no one can witness its workings and see their results in the mental development as well as in the physical health, the cheerfulness and intelligence of the pupils, and their proficiency and skill in their various occupations without being convinced of the efficiency, zeal and attention of all concerned in its conduct.

There has been no increase in the number of pupils during the year. At its close there were 146 belonging to the parent school at South

Boston, 59 to the kindergarten at Jamaica Plain, and 13 to the workshop for adults. In addition, there are 16 persons employed as teachers, or in other positions, making the total number of blind persons connected with the institution 234.

The school has enjoyed general immunity from serious illness. There have been two cases of diphtheria in a mild form and some of tonsillitis. One of the girls died at her home of spinal trouble, and another was suffering with consumption and was placed in the consumptives' home. With these exceptions the health of the inmates has been exceedingly good.

The report of the director, with all statistical and other exhibits, showing the operations and results of the year and the present condition of the institution and its prospects and needs, is hereto appended.

THE SCHOOL AND ITS WORK.

The school offers to the blind of New England an excellent opportunity for a sound and thorough education. The work of instruction is carried on in various departments, and has been performed in an intelligent and efficient manner.

Bodily health and vigor have been considered as of prime importance, and ample attention has been paid thereto. A system of physical education has been carefully organized, steadily developed and carried on with energy and intelligence.

In every department of the school, improved methods have been eagerly sought and introduced. Passive formalism and routine have given place to scientific activity and stimulus. Valuable additions have also been made to the library, to the museum and to collections of educational appliances and illustrative apparatus.

Music naturally and necessarily occupies a most important place in the life and education of the blind. It is needless to say that instruction in this department has been carried on in a satisfactory manner and with good results. The same corps of teachers has been employed in the work as last year. New pianofortes and other musical instruments have been procured, as needed.

The board of trustees has been governed by an earnest purpose to increase the means and enlarge the field of education for the blind in every available direction.

COMMENCEMENT EXERCISES.

On June 5th, 1894, the annual commencement exercises were held, as they were one year ago, in Boston Theatre, and again this spacious building was filled with a cultured and enthusiastic audience representative of the best people of New England. The occasion was graced by the presence of Governor Brown of Rhode Island, together with Hon. Thomas B. Stock-

well, commissioner of public schools, and several members of the board of education of that state.

The stage of the theatre was set to represent a woodland landscape,—the green trees and bushes forming a most effective background for the groups of happy children, all in gala dress, and all alike ready and eager to take part in the exercises of the day. In front of the older pupils, those of the parent school, were seated the little boys and girls from the kindergarten. This arrangement afforded a view of the entire school, and the scene with its vista of happy faces made an impressive picture.

The exercises commenced with an overture played by the band. The selection rendered was the coronation march from Meyerbeer's *Le Prophète*.

Dr. Samuel Eliot presided, and after the performance by the band he spoke as follows:

These young people bid you welcome to their commencement exercises. I wish they could see what has been called the look of expectant sympathy in your faces, but I am sure they feel it, and the consciousness of that will give them strength and happiness this afternoon. Those of you who have attended these exercises in years gone by very well know that they are different from ordinary commencement exercises. In the first place they represent the work of the whole school, from the highest class to the lowest, not of the graduates only; and in the next place they represent the work of training, done under a great disadvantage, and I am sure you will see that the want of one

vital faculty in these children is supplied by the added intensity and force of other faculties; and you will see, what is far more important than that, that the spirit which enables them to conquer their disadvantage enables them also to conquer their advantages, and to make use of them as I am afraid the majority of us who see do not make use of ours. The exercises have commenced already with the performance by the band of the coronation march, and will now continue with an exercise in geography by Lottie Rich, Jenny Foss, Edna Reed and Edith Thomas. Edith Thomas is known to most of you as one bereft of more senses than the sense of sight.

Meanwhile the four girls were busy in modeling maps in clay. The frames were supported by easels, and by this means a view of the work was afforded to the audience. The skilful fingers of the sightless children were watched with eager interest as the moulding proceeded and the outlines of the section became distinct and easily recognizable. The accurate knowledge of the physical features of the country which has been gained by practice in map making, together with the ability to point out the location of cities, agricultural communities and various industries, was clearly shown, as the girls traced with their fingers and described the systems of mountains, rivers and lakes as well as the artificial divisions of New England. The lively interest which is felt in Edith Thomas was both justified and intensified by the effective manner in which her part of the work

was done. The map which she had made represented Massachusetts divided into counties. While with her left hand Edith traced the boundaries of these sections, pointed out the prominent natural features and indicated the place where the leading industrial centres would be found, with the ready fingers of her right hand she spelled the names of the same to her class-mate who acted as interpreter and gave her words to the audience. The entire performance fully merited the approval which was so heartily expressed.

All the musical numbers on the programme were exceptionally well given. The audience seemed gratified alike by the careful and conscientious execution of the several selections and by the evidence of thorough training which the pupils displayed. The Student's Song, the words of which were written by one member of the graduating class, and the music by another, deserves special mention.

The provision which the institution makes for physical education, together with the results which are secured by careful and systematic training in this important department of school work, was seen in the creditable exhibition in gymnastics and military drill.

That the study of the sciences by the blind is both feasible and not without practical importance was shown most clearly by the two exer-

cises, which were conducted by the members of the graduating class. Miss Florence E. Welfoot and Miss Mary E. Tierney illustrated the physical nutrition by foods, and in so doing demonstrated also a successful method of teaching and study. The young men of the class carried on interesting experiments in electricity,—generating currents both with batteries and with dynamo-electrical machines, and showing with these currents the operation of the electric bell, the telegraphic sounder, the electric light and the dynamo. The explanations relating both to the apparatus and to the subject matter were clear and lucid.

Following this exercise came the presentation of diplomas by Dr. Samuel Eliot to the seven graduates. Their names were James Sylvanus Davis, Charles Francis Forrester, William Augustine Messer, Francis Joseph Leo O'Brien, Charles Augustus Robair, Mary Ellen Tierney and Florence Eva Welfoot. Dr. Eliot's words were eloquent and impressive, and his message to the graduates was full of cheer and encouragement. He said:—

Your director asks me to present to you your diplomas. They are the gift of him and his associate teachers; they are not my gift, and not the gift of any others whom I represent. They are the rewards of work faithfully performed, but they are, I am sure, in your eyes more than that; they are the promise of work yet to be fulfilled, of work yet to come.

Today you are outward bound. You leave the soft haven where you have been spending these recent years of your life, and go to encounter the swelling currents and tossing seas of that great ocean on which we are all sailing, and where you will sail as well as we, with every prospect of favoring breezes and of a happy port at the end.

I cannot too strongly dwell upon the interest which these friends of yours here assembled in large numbers take in your future, and the good wishes with which they will follow you as you start upon your long and I trust happy voyage. There are some who will start as you will, some who have long since started, and are much nearer the end than the beginning of their voyage; but all alike, whether old or young, are at this moment of one heart and one mind in wishing you all possible happiness. You have every reason to be encouraged. Every day brings to light some new triumph won by those who like yourselves have been deprived of one of the senses with which God has endowed his children. I read the other day of an organist of whom his pastor speaks as having given him and his congregation such music, so precise, so clear and artistic, and far more than that, so reverent and religious, as hardly any congregation in America could boast of hearing. That was the work of a blind organist, blind for thirty years, which has been going on in a church in Philadelphia. A week or two ago I read in an English paper of the death of Miss Alice King, a name you never perhaps heard. She was blind at seven years of age, but her training was so well carried on that she mastered seven languages, and became the aid of her father in his parish, taking large classes of women and teaching the Bible to them; and all the while she was writing books for the benefit not only of the blind, but of the seeing, all over England. These are great examples and encouragements, not only to you but to us all.

You have the will, I am sure, to go on and meet whatever God may have in store for you. A poet makes his hero say,

“I go to prove my soul,” and you are going to prove your souls. We all hope that you will find, from year to year, and from day to day, such strength and hope as you will need. Emerson said, “We judge a man’s wisdom by his hope,” and you must have hope. The world needs you, the world has hoped for you, will hope with you, and you have only to go forward in the way that opens to you from the time you leave your school, and you will be sure to succeed, in the highest sense of success.

I sometimes envy you your visions. Mrs. Browning wrote of a friend of hers, blind, like you, “Permitted with his wandering eyes light-proof to have fair visions.” You have in the exercises of this afternoon shown us that you have them, very fair visions, and I can only hope that they will multiply and increase, and that their radiance will continue to the very end.

I hand you these diplomas : — Mary Ellen Tierney ; Florence Eva Welfoot ; Charles Augustus Robair ; Charles Francis Forrester ; Francis Joseph Leo O’Brien ; William Augustine Messer ; James Sylvanus Davis.

And now, in behalf of this great assembly, and of these friends who are upon the stage, of those who are living and those who are dead who have been interested in the Perkins Institution and Massachusetts School for the Blind, I bid this graduating class of 1894, hail, and not farewell !

The exercises ended with a selection from one of Rossini’s operas, — “Thus to hearts all freshly glowing.” This was well sung by a chorus of mixed voices.

POST GRADUATE COURSE.

The establishment of a post graduate course has been constantly and urgently advocated in these reports. The trustees have felt that the institution

of such a course ought no longer to be postponed. The first steps have at length been taken for the accomplishment of this long deferred purpose. A room has been provided, a teacher employed, a plan of study arranged, and the required books, in raised print, are in course of preparation. Among them is included an Elementary Latin Lexicon.

Thus a small beginning has been made of an advanced course which, it is intended, shall be so extended as to fit those taking it for admission to our best colleges, or for teaching the higher branches of learning. It is also intended to furnish a thorough and scientific musical education for those capable of receiving it, as well as to provide the means of practical business training for those who must pursue the usual vocations of life.

BLIND DEAF-MUTES.

In former reports of the trustees, and especially in the reports of the director, may be found accounts of the three blind deaf-mutes who are still under our care — Edith Thomas, Willie Elizabeth Robin and Tommy Stringer. The report of the director for this year gives in detail a statement of their studies and progress during the year just closed. But the trustees also desire to call special attention to what the school and kindergarten have been able to do for these otherwise helpless children. Their steady development in character, in knowledge and in practical ability

is most encouraging. The result, in their case — as in that of Laura Bridgman and Helen Keller — shows that no matter what the obstacle, the hidden intellect can be reached in spite of apparent impossibility, and that it is worth reaching. It is not merely for the few so afflicted that the lesson conveys its moral: — it is made evident, by the success which has been gained in this training, that even greater difficulties can be overcome. The cause of education everywhere is advanced by everything that is learned and done by these afflicted ones, who can neither hear nor see. As every new invention, and every important discovery, opens the door to other and greater discoveries and inventions, so the awakening of these children to an intellectual life will be the means of finding fresh avenues to all sources of knowledge and to every means of attainment.

FINANCES.

In the report of the treasurer which is herewith presented, full details are given of the receipts and expenditures of the year. These may be summarized as follows:

Cash on hand October 1, 1893, . . .	\$3,248 45
Total receipts from all sources during the	
year,	176,604 94
	<hr/>
	\$179,853 39
Total expenditures and investments, .	167,672 29
	<hr/>
Balance on hand, September 30, 1894,	\$12,181 10

The financial affairs of the institution have been administered with prudence, and the expenses have been kept at a low point. By the exercise of rigid economy the cost of carrying on the work of the establishment might be reduced somewhat, but this saving would involve the lessening of the efficiency of the school. That alone is true economy which demands an adequate outlay to insure the greatest return for the investment.

HOWE MEMORIAL PRESS.

The work of the printing office has been carried on with efficiency and regularity, and the following books have been issued during the year: George Eliot's *Adam Bede* in three volumes; *Elementary Arithmetic*, compiled by Mabel Townsend; Collar and Daniell's *Beginner's Latin Book* in two volumes, and *Latin-English Vocabulary*; Landon's *Pianoforte Method*, volume two; Mary P. Webster's *Preparation for Harmony*; W. S. Matthew's *Standard Series*, grade one; Bach's *Fifteen Two Voiced Inventions* and *Three Voiced Inventions*; *Selected Hymns*. Several pieces of sheet music for voice, band and pianoforte have been printed. We have now in press a *Latin-English Lexicon* and *Caesar's Commentaries*.

A supply of new type has been cast, and a second stereotyping machine has been added to the appliances of the printing department. The

need of more room has become so imperative that the erection of a new commodious building cannot be much longer postponed.

The Howe Memorial Press exerts a most powerful influence not only in our school and in the homes of its graduates, but in numerous other places throughout the country.

THE INCREASE AND VALUE OF OUR LIBRARY.

The library has received numerous additions during the past year, and has become a great educational source accessible not only to the blind of New England, but to many others, who reside in various parts of the United States. In fact its treasures are open to all those who are in need of them.

The rapid growth of our collection of books and the increased use made of them are among the most encouraging features in the annual story of the progress of the institution and of the wide diffusion of its advantages. Wordsworth says, —

Books are the spirit breathed
By dead men to their kind;

and the aim of our board is to make it possible for the blind to hold communion with the “loftiest spirits of the mighty dead,” and to put within the reach of every sightless reader the works of the master minds of English and foreign literature.

In order to render our publications accessible to those who may desire to use them, a complete set has been placed in the public library of each of the following cities: Boston, Somerville, New Bedford, Fitchburg, Worcester, Providence, Newport, Hartford, New Haven and Portland, Maine. These collections are increased and replenished from time to time free of charge to the libraries. In one case the books were accompanied with a complete list in raised characters, so that the blind might read it and make their own choice of reading like other people.

This arrangement proves to be satisfactory, and we have already received several letters bearing testimony to its value. Miss Caroline M. Hewins, librarian of the Hartford Public Library, writes as follows:—

Permit me to add my own thanks to the formal acknowledgment which you will receive from the library for your kind gift of books in raised print. Our number of blind readers is increasing, and they enjoy and appreciate the fifty or more volumes which you sent us several years ago. The box which came this morning will be a most welcome addition to our resources.

From a letter of Mr. William E. Foster, librarian of the Providence Public Library, we make the following extract:—

I enclose acknowledgment of the volumes which you have been kind enough to send us,—there having been some delay in unpacking the box.

I wish to take this opportunity to say, that they accomplish a most useful purpose in this library, and you may be interested to know (from the marked portion of the enclosed "Rules and regulations") how wide a circuit of users they have. We send them by express to the more distant places, and they are returned by express.

The section of the rules to which Mr. Foster refers reads as follows:

Any blind person, living within the State of Rhode Island, or within a radius of thirty miles of the city in any direction, is entitled to the use of the library's books in raised letters for the blind.

Various institutions for blind adults, located in New York, Pennsylvania and elsewhere, have been supplied with our books without cost to them, and to many blind persons residing in different sections of the country, who have applied to us for reading matter, never has been given a negative reply.

WORKSHOP FOR ADULTS.

This department has continued to suffer by the depression, which has generally prevailed in business circles, and the balance sheet shows a deficit of \$966.37. This amount is larger by \$669.11 than that recorded in our last annual report.

Each successive year makes the necessity of securing a sufficient amount of work for our men

more urgent, and we appeal to the public for an increase of patronage, which will enable us to give employment to a large number of industrious and deserving persons, and thus render them self-supporting.

One of the men connected with the workshop, Thomas A. McDonough, died of Bright's disease on the 28th of May last.

DEATH OF MEMBERS OF THE CORPORATION.

During the past year the institution has lost by death twenty-six of its valued and highly esteemed corporate members. The list includes Amos Chafee Barstow, ex-mayor of Providence and one of its most favorite sons and most prominent citizens; Miss H. Louisa Brown, noted for her uprightness and originality, as well as for the fine ideality characteristic of the artistic temperament; Miss Julia Bullock of Providence, one of the contributors to the printing fund; Joseph Burnett, a man held in high esteem by all who knew him either in business or society, — his old associates have rarely been called upon to mourn a gentler spirit or a more attractive personality; John L. Emmons, an earnest patriot and a true representative of the old school of tried and conscientious business men of Boston; Caleb C. Gilbert, a constant friend and helper of those in need, privation or suffering; Mrs. Elizabeth Henderson Guild,

who was a contributor to the kindergarten, and whose memory is held in tender respect and regard; George S. Harwood, full of generous deeds and good works; Miss Charlotte Maria Haven of Portsmouth, New Hampshire, than whom benevolence had no truer disciple and the cause of the blind no more devoted friend and generous helper; Mrs. Mary Hemenway, the munificent patroness and noble promoter of many enterprises, educational, scientific and philanthropic, against whose honored and beloved name stands a long list of good deeds; Mrs. Francis S. Hesseltine of Melrose, who was ever ready to lend a helping hand to the cause of freedom and humanity; Waldo Higginson, a man of high aims and charitable deeds; Hon. Alfred H. Littlefield of Pawtucket, ex-governor of Rhode Island, highly esteemed by all who were privileged to enjoy his acquaintance; Miss Frances M. Mackay of Cambridge, a constant contributor to the funds of the kindergarten, and one whose memory will long be dear to many hearts; Rev. James Howard Means, D.D., of Dorchester, who was officially connected with various literary and benevolent societies, and who rendered faithful service to the institution for four years as a member of the board of trustees; George Richard Minot, a well-known merchant, whose generous deeds must have made his life full of happiness; William Minot, one of the most prominent figures in Boston, who enjoyed a repu-

tation of strict integrity and probity and who was entrusted with the management and care of many large estates and held many responsible trusts; Edward Motley, by whose death the blind lost one of their liberal and constant friends and the city one of its noblest sons, whose life was replete with earnestness, goodness and benevolence; John Felt Osgood of Salem, whose fame as a philanthropist and public-spirited citizen was based upon many deeds of charity and true generosity; Francis Parkman, who was so highminded and faithful to duty that "none knew him but to love him or named him but to praise," and whose place in literature is so exalted that no other American historian has approached him in delicacy, truthfulness and simplicity of style, or has equalled him in the exquisite mastery of details, or in the gifts and qualities which characterize a great author; William Francis Sayles of Pawtucket, R. I., the millionaire manufacturer, who donated a building to Brown University in memory of his son, who died while in college; Mrs. Anne Henrietta Shattuck, a "noble woman nobly planned" who took great pleasure in aiding the cause of the little sightless children; Francis H. Underwood, American consul in Edinburgh, Scotland, and a graceful writer, who will be gratefully and affectionately remembered by the lovers of books as an author, critic and compiler of hand-books of literature; Edwin F. Waters, a man of generous

impulses and a regular contributor to the funds of the kindergarten; Hon. Nathaniel Wheeler of Bridgeport, Connecticut, who befriended our school for many years by responding to all appeals for assistance with marked readiness and liberality, and whose loss is deeply felt; and Josiah Wheelwright of Roxbury, a man of cultivation and refinement, noted for many acts of kindness and generosity.

CONCLUSION.

In closing this report, it is a great pleasure to be able to state, that the institution is in a very satisfactory condition in all respects. We have reason to believe, that in the completeness of its appointments, in the breadth of its scope and the comprehensiveness of its purpose, in the adequacy of its equipment, and in the efficiency of its methods of instruction and training, it is worthy of the generosity and intelligence of the citizens of Massachusetts, in whose benevolence and sense of justice it was conceived and brought into existence, and by whose liberality it was reared and carried to maturity and fruition.

We still have the good fortune to retain in the service of our sightless wards our director, Mr. Michael Anagnos. It is needless to speak of his fidelity, devotion, sympathy and ability in the work; they have been amply attested by many

years of faithful labor, and are recognized by all who know anything of the institution with which he has so long been connected.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

LIST OF PUPILS.

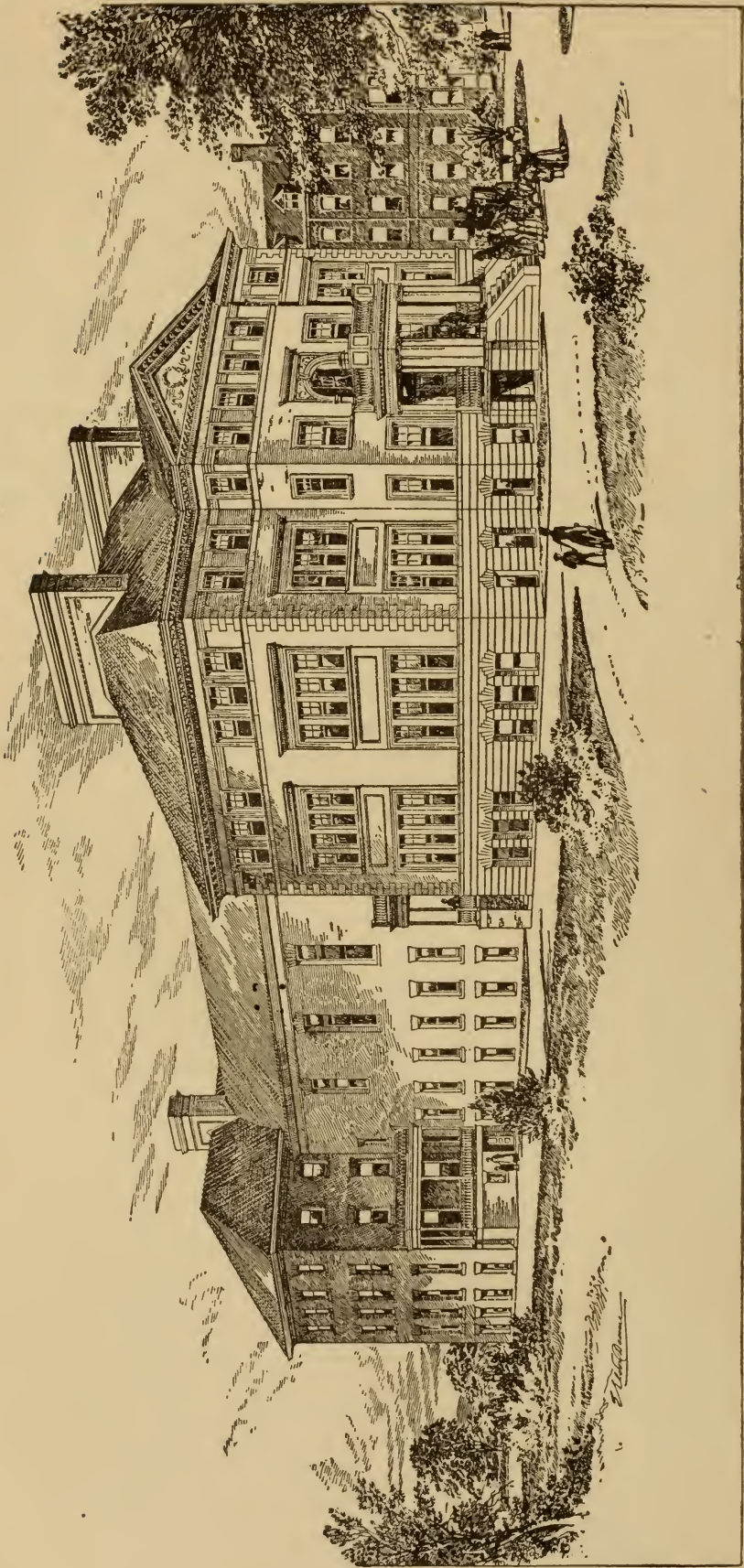
Almy, Lillian.	Kennedy, Nellie A.
Bannon, Alice M.	Kent, Bessie Eva.
Boyle, Matilda J.	Keyes, Teresa J.
Brecker, Virginia R.	Knowlton, Etta F.
Brodie, Mary.	Lord, Amadée.
Brown, Grace L.	Meisel, Ruphina.
Carr, Emma L.	McClintock, Mary.
Carter, Lizzie.	Morgan, Clara.
Caulfield, Elizabeth E.	Morse, Maria T.
Cole, Carrie W.	Murphy, Maria J.
Colyar, Amy H.	Murtha, Mary Ann.
Delesdernier, Corinne.	Newton, Eldora B.
DeLong, Mabel.	Nickles, Harriet A.
Dover, Isabella.	Noble, Annie K.
Duggan, Katie J.	O'Neal, Katie.
Emory, Gertrude E.	Ousley, Emma.
Flaherty, Margaret.	Perry, Ellen.
Fogarty, Margaret M.	Ramsdell, Harriet M.
Foss, Jennie.	Reed, Nellie Edna.
Gaffeny, Catherine.	Rich, Lottie B.
Griffin, Martha.	Ricker, Annie S.
Heap, Myra.	Risser, Mary A.
Higgins, Mary L.	Rock, Ellen L.
Hildreth, Grace.	Roeske, Julia M. B.
Hilgenberg, Johanna.	Saunders, Emma A.
Hoisington, Mary H.	Smith, Florence G.
Howard, Lily B.	Smith, Nellie J.
Joslyn, Edna A.	Snow, Grace Ella.

Thomas, Edith M.
Tierney, Mary E.
Tisdale, Mattie G.
Tomlinson, Sarah E.
Ulmer, Effie M.
Wagner, Grace.
Walcott, Etta A.
Warrener, Louisa.
Welfoot, Florence E.
West, Rose A.
Wilbur, Carrie M.
Wilson, Eva C.
Amadon, Charles H.
Baker, Frank G.
Backman, J. Victor.
Beckman, J. Arthur.
Black, Charles.
Bond, Samuel C.
Brinn, Frederick C.
Carney, Frederick.
Clark, Frank A.
Clark, J. Everett.
Clennan, William T.
Cook, Royal R.
Corliss, Albert F.
Dayton, Reuben G.
Devlin, Neil J.
Dodge, Wilbur F.
Dutra, Joseph J.
Ellis, William E.
Forrester, Charles.
Geisler, John H.
Girard, R. George.
Gosselin, Wilfred.
Harmon, Everett M.

Heath, William Edward.
Henley, John.
Henrich, Jacob.
Hill, Henry.
Hogan, George H.
Irving, Frederick.
Jackson, Clarence A.
Jennings, Harry A.
Kenyon, Harry C.
Kerner, Isaac.
Lawton, George.
Leonard, William.
Leutz, Theodore C.
Levin, Barnard.
Lynch, William.
Madsen, John.
Mannix, Lawrence P.
Martello, Antonio.
McCarthy, Daniel.
McCarthy, William.
McDevitt, Cornelius.
McKeown, Thomas.
Messer, William.
Miller, Reuel E.
Mills, George.
Mozealous, Harry E.
Muldoon, Fred. J.
Newton, Wesley E.
Nichols, Orville.
O'Connell, John P.
O'Donnell, Isidore A.
O'Niell, Patrick.
Putnam, Herbert A.
Rasmussen, Peter A.
Robair, Charles.

Rochford, Francis J.
Rochford, Thomas.
Sabins, Weston G.
Schuerer, Edward.
Sherman, Frank C.
Simpson, William O.
Smalley, Frank H.
Smith, Eugene S.
Sticher, Charles F.
Strout, Herbert A.
Sullivan, Michael.

Tracy, Merle Elliott.
Trask, Willis E.
Tucker, Henry R.
Walsh, Frederick V.
Weaver, Frank V.
Welch, Harry W.
Wenz, Albert J.
Wilkins, James A.
Witham, Perley D.
Wrinn, Owen E.
Younge, William Leon.



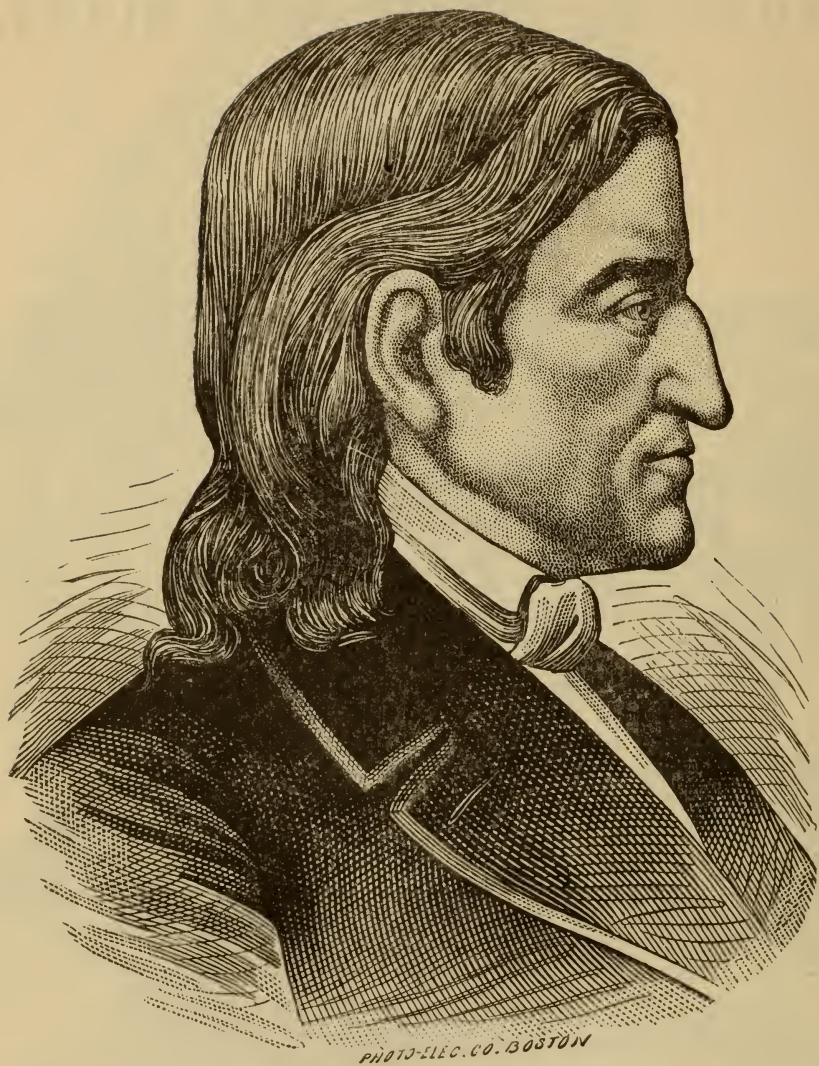
MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (As it will appear when completed.)

EIGHTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1894.



BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1895.



Kommt, lasst uns den Kindern leben.
FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1894-95.

SAMUEL ELIOT, LL.D., *President.*
GEORGE S. HALE, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

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HENRY MARION HOWE.
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WM. L. RICHARDSON, M.D.
LEVERETT SALTONSTALL.
HENRY STONE.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

LADIES' VISITING COMMITTEE.

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MRS. WILLIAM APPLETON.
MISS CAROLINE DERBY.
MRS. MAUD HOWE ELLIOTT.
MISS CLARA T. ENDICOTT.
MISS OLGA E. GARDNER.

MRS. J. CHIPMAN GRAY.
MRS. THOMAS MACK.
MRS. E. PREBLE MOTLEY.
MISS LAURA NORCROSS.
MISS EDITH ROTCH.
MISS ANNIE C. WARREN.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Boys' Department.

MISS ISABEL GREELEY, *Principal Matron.*
MISS NETTIE B. VOSE, *Assistant.*
MRS. SARAH J. DAVIDSON, *Kindergartner.*
MISS L. HENRIETTA STRATTON, "
MISS CORNELIA C. ROESKE, *Music Teacher.*
MISS HELEN S. CONLEY, *Teacher.*

Girls' Department.

MRS. J. M. HILL, *Matron.*
MISS CORNELIA M. LORING, *Assistant.*
MISS FANNY L. JOHNSON, *Kindergartner.*
MISS ELEANOR MCGEE, "
MISS ELFIE M. FAIRBANKS, *Music Teacher.*
MISS MARION G. SMITH, *Teacher.*

MISS LAURA A. BROWN, *Teacher of Manual Training.*

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

Passed to be enacted.

HOUSE OF REPRESENTATIVES, March 14, 1887.

CHAS. J. NOYES, *Speaker*.

Passed to be enacted.

IN SENATE, March 15, 1887.

HALSEY J. BOARDMAN, *President*.

MARCH 15, 1887.

Approved.

OLIVER AMES.

A true copy.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:—Our last annual report contained a statement of general principles concerning the kindergarten department which need not be repeated year by year. All that is now required in addition to the details in the director's report, is a fresh declaration of the importance of the work and of its claims upon public confidence and liberality.

The number of teachers and other officers now in service is 13, that of pupils is 59. As there are always candidates for admission who cannot be received for want of room, it will be seen that the demands upon the kindergarten are very strong. As to the manner in which these demands are met so far as they can be, it is not for us to make any boast, but we are persuaded that the director, matrons and teachers are all thoroughly competent, and that the plan of training is well devised and well executed. The children who come to us require very delicate

handling, and the success constantly attending their education proves its value. Of course we wish to receive all who need to be received within our walls, and yet we do not regret that we are obliged to move slowly, rather than run the risks of too rapid expansion.

Even to carry on the work as it is involves some perplexity of a financial nature. Our income for current expenses is far from being met by subscriptions or by the interest upon our endowment fund, while the debt incurred in the construction and furnishing of the buildings last erected remains unpaid. It now amounts to \$16,475. We need that much as soon as we can get it, and for annual expenses we need \$5,000 a year over and above our present receipts. These wants, more and more pressing as time goes on, we earnestly commend to the thoughtful consideration of all our friends in the hope that their minds and hearts may devise some means of relief. While deeply grateful for the abundant generosity which has been shown to the kindergarten from its beginning, we are not ashamed to ask for generous gifts to come.

In pleading for the kindergarten and its inmates we are pleading for others, for its visitors, its neighbors, and the community in which it is situated. We know from personal experience, as well as from the testimony of many who have visited the place, that it is full of beneficent in-

fluences on all who come, on the young and the old, the seeing as well as those who cannot see, and that there can be very few, men, women or children, who do not draw from an hour spent among our little children and their teachers new love for their fellow-beings and new trust in Divine mercy.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

No inconsiderable share of the interest which brings together so large an audience on commencement day centres in the kindergarten. The friends of the infant school always anticipate with pleasure the entertainment furnished on this occasion by the little children, whose ready ingenuity and spontaneity give life and meaning to the varied and ingenious kindergarten games. The keen enjoyment of happy childhood was good to see in the aspect of the little pupils seated at a table, at the very front of the stage, where each boy and girl was busy in modelling the clay objects, which were to be used in telling the "wonderful secret."

Meanwhile the principles of sloyd as applied to knitting were exhibited by another group of children. The several steps in the work, beginning with the coarse twine chain and going on through casting on stitches, plain knitting, seaming and ribbing, were explained by each child in turn, whose work could be distinctly seen as it was held

up to view. The little girl who was "picking up dropped stitches" stood last in the row of knitters, but her task and the lesson taught were not unimportant.

At the conclusion of this exercise Rev. Edward A. Horton was introduced to the audience. In an eloquent and cogent address he told the pressing needs of the kindergarten.

ADDRESS OF REV. EDWARD A. HORTON.

MR. PRESIDENT, LADIES AND GENTLEMEN : — Dr. Eliot knows very well that any one of adult rank, any member of the outside deputation who attempts to speak at exercises of this kind will have a very hard task. As you look at these children you are saying to yourselves, "How eloquent! how pathetic! how filled are these exercises with evidences of the beautiful work which is being done in developing these young people!" I must confess that I grew so absorbed in this fascinating programme, I am in the condition of that last child who spoke in the knitting exercise; I forgot what I was going to say, and I am trying to pick up the dropped stitches of my speech.

A social leader of New York, McAllister by name, has recently intimated that the typical citizen of Boston spends most of his time in planning to save money to contribute to or to endow some noble institution. He thought it was a fearful sarcasm; but I believe that every one in this house would be happy to share in that distinction, of which every New Englander might well be proud. It is a noble ambition, and that Boston has such a reputation is a thing to rejoice over. Ever since the Mayflower came to Plymouth it has been the anxiety of the New Englander to promote thrift, prudence, common sense and religious consecration to good works, generation after generation, and to see what might be done to make humanity everywhere better and nobler and more fully

panoplied with all the resources and equipment of intellect. We are not born into this world to make our sole object the pursuit of pleasure, often unsatisfactory, or to find out what it means to be in society, to have a good time, and to devise how we selfishly can get ease and comfort for ourselves.

In Boston, among the many object lessons which are presented to us, I venture to say there is no one occurring annually which is so significant, so filled with human interest, and so appeals to our hearts, as these exercises of the Perkins Institution for the Blind. On these boards have walked a Booth, a Salvini, an Irving, Miss Terry, Barrett, and others of a great line of dramatic performers, whom you will call to mind; but with all the skill they acquired and the marvellous interpretation they put forth, this scene outranks them all in dramatic art. I am not depreciating the drama; I know what we owe to Shakespeare, who depicted as none else the emotions of life, and I am as ready as any one to proffer the laurel crown to those who can give expression to the depths of human experience. But here is tragedy, here is pathos, — at first depressing us, then, afterwards, we rise on the wings of exultation and sound the victorious note, because of what has been achieved by these children, and what they prophesy as to the possibilities of our common nature, even under thralldom.

Tennyson says, if we could pick a flower from the cran-nied wall and interpret its essence, we could understand the great mysteries of life. So, if we could watch the birth of soul in these children, and understand the development of that life in its different phases, we might not only understand how blind children are evolved, but how human nature is expanded from the little prophecy in the cradle to the mature beings who take their parts in the great drama of existence.

Let me call your attention to some background of far-lying principles that apply to us all. What does this scene represent today, of which we are all parts, — you the

responding audience, these children the quickening impulse, the thrilling actors? This first: America, the United States of this country, largely through the work of Dr. Howe and his school, represents the most advanced treatment of the blind now known in the world. It is conceded in England and in Germany that we have developed all the higher equipment for the education of blind people, and produced results far beyond those of any other country. We land these graduates in a better social position than any other country; we place them where they can walk, though blind, with head erect and with self-respect. We do not leave them dependent upon the world, but equip them so that they may earn their own subsistence when their school days are over. This is conceded. How does it come about that in this country, with all its newness and crudeness, in the hurly-burly rush of our everyday life, we can stop for tender thoughts and give practical care to our helpless, with so wise a philanthropy as is shown in this institution, and some others as well? Because we believe in humanity; because we follow the example of Jesus; because we run up to the top the flag which signifies that by the people and through the people can the noblest results be achieved along the pathway of civilization. This humanity has picked the discarded from the gutter, from dungeons and from the haunts of poverty, saying, "Here is a child of God; let us lift him up and give him a helping hand." Thus we find out whether our Charter of Independence and our Fourth of July oratory have any basis in reality. This spirit of humanity is abroad in the land, and these radiant faces, and the opportunities which are given these children for useful and happy future lives, prove it. They have been taken from various parts of the country; from New York, Pennsylvania, Alabama, Texas and other states; and we have endeavored to emancipate them from their great disadvantage as far as possible, and set them in a field of use-

fulness. This comes from our belief in the people, not in any arbitrary authority, and this scene is an affirmation of it.

There is another thing I wish you to remember, and these little children, speaking a hundred-fold better than my feeble words can utter it, affirm it: this is coöperative character-making. The awakening of the souls in these young children is wonderful. It is not what we pour in, but what we draw out, that is the most educational. You touch the knob of an electrical reservoir, which is in the midst of the darkness of midnight, and a spark is kindled, — a prophecy of the light which is to come, the day-dawn of reason, imagination and conscience, which is to be consummated in that higher type of education characteristic of our common schools everywhere today.

I have another word: I want you, men and women, who sometimes grow doubtful as to Providence, who are not sure always whether life is rolling forward and upward, to look at these teachers. Look at Mr. Anagnos; recall the example of Dr. Howe. What does it all mean? A patience almost divine; a patience to work and to wait; a patience akin to that of God. During these months and years these teachers and guides have gone through what you would not, one in a thousand of you, deem possible to undertake, — repeating over and over, day after day, their efforts to impress something upon the consciousness of the child; the child forgetting what was taught the day before, until at last there comes a crystallized habit, the companionship and the identity of the teacher and his effort make an impression, which is held, and the point is gained. If you want an illustration of patience, go to the Perkins Institution for the Blind, and you will better understand what they represent here; and then go home and take up the duties of citizenship, and if you are a mother in the household, oh, let these children teach you, and let the teachers who are attending them, teach you this beautiful lesson of patience!

The blind children today, young and older, challenge you and me, they fling down the gauntlet, and they demand that we should be up to the duties of life better than we are. Think how some of these started in life,—destitute of everything possibly, mere castaways, and see what they have accomplished, and what they will work out! Let us recall Prescott, the historian, and remember his industry and its results; Fawcett, with his indomitable will and energy; Herreschoff with planning vision; recall the memory of Milton, pouring out his great soul in poetry and music; think of deaf Beethoven, creating the marvellous melody to which he could never listen; think of the wonders these men accomplished, hampered as they were. The blind today challenge all who live in luxury. I see children here as spectators, and I think of them as I would of my own, trusting that they may realize their privileges, and that they may fulfil in their day and generation the glorious things that are expected of them.

Now, after all this general talk, I have to make a special application, and Mr. Anagnos, that dear man, wants it more than anything I have said before. He stands one side, his face turned away, that his blushes may be concealed. That man is giving his life as nobly as any one has done in the past for the cause of humanity, and he asks you to help in this great work, and this appeal for the kindergarten is a particular part of this programme, and a very important part.

There are three things that need to be done, and I am sure that you are going to do them somehow. The kindergarten contains seventy children, happy in the new life that is opened to them,—twice the number heretofore admitted; and there are twelve sightless dear children waiting to get in from the outer darkness. Who will take this matter in hand and make it possible for these helpless little ones to be taken in to the light and set forward in the pathway of usefulness? The hard times has affected this institution, as

it has laid its fell hand on almost everything. I ask you to help in supplying the balance required for the current expenses in carrying on this work. My friend Mr. Saltonstall has just said to me: "Tell the people to back this institution up. They must not wait to draw checks after they have got a big bank account; they must remember that the drops and rills make the stream, and if everybody would do something, would do what he can, a great burden would be lifted."

The second thing to be done is this: that house at Jamaica Plain has a mortgage on it of \$16,500, hanging like a cloud over the place. Who will lift it? \$16,500, — what is that? I believe there are some individuals who wouldn't know it if that sum was taken out of their principal. Why not signalize this day by going home resolved that that burden shall be lifted?

The third thing, a little higher up, Boston or New England would not call anything when convinced that it should be done. An endowment fund of \$100,000 was started sometime ago, of which \$65,000 needs to be raised, in order to meet the running expenses and place the institution on a substantial basis. There is an open door for all of you, young or old, rich or poor, to enter and do something for this noble institution. There are red-letter days in your lives, and you might well make this one of them by helping on the good work.

I thank Mr. Anagnos and the trustees for the opportunity of being here today. The whole year will be lifted up into hope and dignity in consequence of it, and I shall see the spirit of Jesus thus manifested, letting the light in, and letting the light shine so as to glorify our Father in heaven. So may it be for all of us; this scene has in it something that marks a step forward in the triumphs of Christianity. We should regard ourselves happy that we belong to a community that has an Anagnos and a Perkins Institution for the Blind.

Following Mr. Horton's appeal, the poetic story of the pigeons, (which was written for the occasion by Miss Annie Emily Poulsson) was blithely told both in rhyme and song. Tommy Stringer commenced the exercise by showing the egg "so smooth and round." The nest, the mother-bird, the pigeon-house, the barn, the corn-bin, the child "so thoughtful and kind" were represented by the clay models which had been made so skilfully by the sightless children. The sweet face, framed in golden curls, of Willie Elizabeth Robin was alive with eagerness and animation, and her pride and pleasure in taking part with the other children in this exercise were plainly noticeable. The intelligent and lively expression of countenance and the graceful gesture each gave charm and meaning to her performance. The story was brought to an end by a game in which a larger number of children took part, some of whom represented the pigeons and showed their motions by means of finger-play, while the rest sang about the birds.

The performance given by the kinder-orchestra has become a feature of these exercises, and the work of the tiny musicians on this occasion was entirely creditable. Two selections were given, one of which, the Christmas Chimes Mazurka, was composed by Miss Cornelia Roeske, the teacher in charge of the boys. Both pieces were played in perfect time and unison, and very effectively.

The music, the game, the song, the story, the sloyd handicraft,—all the play and work combined, proved most convincingly the value of this training for the little sightless children, and the entire exhibition was a most powerful plea for the generous maintenance of the infant school.

TEST OF THE WORK OF THE KINDERGARTEN.

This report concludes the work of seven years. At the end of this period the kindergarten can no longer be regarded as being in its experimental stages. It has gone beyond these, and now it must be judged by its results. The quality of the fruits already produced by it is the best test of its value. Therefore we heartily invite inspection and examination. The doors of the infant institution are wide open at all reasonable hours to our citizens, and those among them who are desirous of ascertaining what has been accomplished or is being done therein for the amelioration of the condition of the blind are most earnestly requested to visit it and witness its operations. We are sure, that while their hearts will be deeply touched by the sight of so many little children living in perfect physical darkness, a feeling of gladness and hope will soon come over them on beholding the successful application of those means of alleviation, which were devised by science, nurtured by faith and put into practice by the generosity of the friends of afflicted humanity.

CLOSING REMARKS.

In taking a retrospective view of the history of our interesting charge during the year just closed, we have ample cause to be greatly pleased with what has been accomplished, and deeply grateful for the help which has been given to us from various sources. Seldom has the kindergarten been placed under so many obligations by those who have been of practical service to it, whether in the case of the ladies' visiting committee, who look after the health and comfort of the pupils, of the members of the press who have interested themselves to bring the needs of the infant institution before the public, or of the donors and annual subscribers who have come forward with full hands to aid the cause of the little sightless children.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

APPENDIX.

ANNUAL RECEPTION.

For trusteth wel, that erles, dukes, kinges
Were gathered in this noble compaignie,
For love, and for encrease of chevalrie.

— CHAUCER.

The annual reception of the ladies' visiting committee at the kindergarten buildings in Jamaica Plain is an event, in which the community always show very great interest. The large number of persons, who are glad and even eager to attend the public exercises of schools and collegès all over our land, surely furnish us with one of the best arguments for the belief in the aspirations, the strivings for better things of humanity in general. How does the pessimist, the believer in the total depravity of the human heart, explain the delight felt by the public in all that pertains to the education, growth and development of youth? And if this delight in the progress of the normal child be great, how much greater is it in the case of the maimed lambs of the flock, who have been rescued from the jaws of ignorance, poverty and despair only by a mighty effort?

We prize and measure results by the efforts, the human labor they have cost, and by the sympathy

and love which have inspired that labor. Therefore the people of the greater Boston gather in ever-increasing numbers at the spring festival of the kindergarten, which is an Easter festival in the truest sense of the word, a celebration of the resurrection of the human spirit from the depths of darkness into the realm of light and truth.

The spring reception was held this year on April 23, nominally at three o'clock, but the anxiety of the guests to see all that was to be seen and to avoid the crowd, brought streams of people to the older building long before the appointed hour. Among the visitors were many well known people, and a long array of carriages filled the street in front of the kindergarten all the afternoon.

Mrs. Thomas Mack and Miss Caroline Derby, of the visiting committee, received a host of callers in the main reception room, while Mr. Anagnos and Mrs. Julia Ward Howe greeted them in the hallway. Mrs. William Appleton received the guests in the girls' building. In addition to these ladies the other members of the visiting committee present were Mrs. John Chipman Gray, Mrs. E. Preble Motley, Miss Clara T. Endicott, Miss Laura Norcross, and Miss Annie C. Warren. Miss Grace White, Miss Elizabeth White, Miss Winslow and Miss Gill acted as ushers, thus adding a new and charming feature to the occasion.

Little Tommy Stringer, the deaf, dumb and blind child, attended by his teacher, was surrounded by an interested and admiring crowd of people. He is now able to carry on a conversation in the finger language and has a large vocabulary. He is also learning to speak and can articulate a number of words. On receiving a bunch of May-flowers, he said "thank you," repeating the words several times and spelling on the palm of his teacher's hand "pretty flower," while he smelt their fragrance.

From three to four o'clock the guests visited the different departments of the kindergarten, and wandered at will up stairs and down, through the boys' and the girls' building, both of which were thrown open from top to bottom. It was good to see the little folks, their faces lit up with intelligence, sitting at the low tables and reading in their books with their finger-tips, or stringing beads and cubes. Each child had a name for its long string, calling it a steam car, wheel, necklace, or some other object suggested by a lively imagination. Some of the little people sewed elaborate designs in card-work, while others arranged tiny cubes, or cylinders in a variety of forms, thus combining work and play according to the delightful method of the wise Froebel. Not the least interesting department was that where the children were sewing and knitting in accordance with the sloyd system.

Four o'clock was the hour fixed for the exercises in the hall. At the sounding of a bell, a carnation was given to each child, and forming in line, they marched to the music hall which was soon packed to its utmost capacity with interested beholders.

On the platform, in addition to the pupils and teachers of the kindergarten, were Dr. Samuel Eliot, who presided, Mrs. William Appleton, Mrs. Julia Ward Howe, Bishop Lawrence, Mr. Joseph B. Glover, Mr. Edward Jackson, Mr. Henry Marion Howe, and Dr. Arthur Little of Dorchester.

The first number on the programme was a chorus, "Queen o' May," in which all the little girls took part, their fresh young voices showing careful training. Next came a duet for the piano played by Charles Amadon and Frederick Walsh in a very creditable manner. Little Margaret Coberg then recited Sarah Orne Jewett's "Discontent" in a way that charmed her hearers. She spoke slowly, clearly, and with an absence of the parrot-like quality which sometimes distinguishes juvenile performances of this nature. "The Windflower," a trio for boys' voices, composed by Miss Cornelia C. Roeske, elicited a well-deserved encore. Miss Roeske is herself a graduate of the Perkins Institution, and is now the music teacher of the boys at the kindergarten. Her work as a composer does her great credit. A violin duet was beautifully executed by Sophia Muldoon and Grace Wagner. Dr. Eliot then introduced Bishop

Lawrence as the speaker of the afternoon. As he himself said, it was a difficult task for the successor of Phillips Brooks to speak where the eloquence of that great and noble man still seemed to sound in the ears of his hearers. But Bishop Lawrence spoke with a voice so tender, so full of emotion, that he did not fail to move his audience.

ADDRESS OF RT. REV. WILLIAM LAWRENCE, D.D.

My friends, I have now been a few months the successor of Phillips Brooks, and I may say that I have never felt so completely inadequate to take his position as I do at this moment. His heart was always so full of pity for humanity and always held its childlikeness so completely that when he came into the presence of a suffering child or into the presence of one that had been bereft of any of the advantages of childhood, he was at his best, and he exhibited such sympathy, such natural delight in the delights of children that I feel his greatness was more great in those associations than even as a preacher. On that account, I say, I feel very helpless and very inadequate to express what I have to say this afternoon.

Turning for a few moments from this kindergarten and from our questions as to what we can do for the kindergarten, it seems to me that the first question that we have to ask ourselves is, What has this blind institution of which this kindergarten is a part done for us? I feel that what it has done for the community is far greater than what the community has done for those for whom it was founded, the blind. I know of no institution in this state in which the state has taken such pride, and in which it has such a right to take pride, as the institution for the blind.

When Dr. Howe undertook the work, and in the name of the Master said "Ephphata," and the senses, so far as she had any, of Laura Bridgman were opened, it was a fact which became

known world-wide, and Boston was blessed, and received the benediction of the country due to that one great work. I feel, therefore, that we have good reason to take very great pride in this institution, which has done a great thing in bringing before our entire country the philanthropy, the patience and skill of the people of Boston as represented in the sympathy and in the skill of Dr. Howe. The work of this great philanthropist has gone on, and in the person of him who is now at the head of the institution its ministry is being continued in the same spirit.

But beyond the great satisfaction that we can take in this establishment from what it has done for us in recalling to us the dignity of philanthropy, I feel also that it has done this for us. As year after year the reports have been sent to me, and I have scanned them through, the one impression that has come over me has not been so much the wonderful work that has been done for the blind as the wonderful patience and thoroughness with which the work has been done, and it seems to me that the teachers of this institution, the teachers who are now here and who have gone before, have done a great work for the teachers of the whole country in showing to them what thoroughness, what patience, what skill and what dignity there is in the work of a teacher, and how patience and skill and all that goes to make up a teacher will make the blind to see and the deaf to hear.

I feel, therefore, that there can be no better object-lesson for the teachers of this community than to come and see with what quiet, patient perseverance, and with what exactness and thoroughness, the teachers of this institution have done and are now doing their work.

Thus, my friends, I feel that it is not so much that the institution for the blind and the kindergarten is under obligations to the community, but that the community is under great obligations to it for the work that it has done for us, and for the inspiration that it has given us. And now as we come to

hear this object-lesson, I feel that what these children are saying to you by their bright and intelligent faces, and what they are telling you through their songs, and through that wonderful illustration of the compensations of life in the loss of senses as was seen in the quick response with which those boys answered to the call of the piano in telling the notes and the keys that were struck, must have appealed to your hearts as it has to mine.

Again, this institution through that illustration has suggested to us another obligation in relation to the compensations of life, if only we will take the draw-backs of life and the trials of life in the patient spirit with which these children take them; for it is wonderful how with the loss of sight, the sense of touch, and the sense of hearing, the exactness and quickness of attention of those children are brought forward, and how in those compensations they are enabled to enjoy the use of certain senses with a keener enjoyment than we do, so thorough has been their training and so exact has been the work.

But more than this, one of the beautiful features of this institution was expressed just now in the words of a teacher, but which has been evident to you all, and to secure which is the aim of those who have charge of children,—their lack of self-consciousness. I do not know that there is anything that leads children to self-consciousness more than the wrong use of their sight, the realization of the fact that they are being seen. These children, of course, have the other senses which must sometimes bring to their thoughts the fact that they are centres of interest, and it must require great effort and great patience to keep them from being self-conscious, but as we have talked to them down stairs and as we have heard them speak, we can not but feel that the teachers have been eminently successful in keeping them child-like.

And now I speak of the kindergarten. It has been already suggested, and you already know, that this kindergarten is burdened with debt, and that it calls for generous gifts. In

response to what this kindergarten is doing for us this afternoon, and what the institution as a whole has done for the community, it would seem as if we should consider it a privilege to do our part in expressing in ever so slight a way our sense of gratification at the work that has been done.

If I may not seem too personal, — I spoke at the beginning of one in whose position I stand, — I speak now of another. Near the close of his life my father underwent an operation for the removal of a cataract. I was present in the room during the operation, and as soon as it was over, the physician told him that he must be perfectly quiet. He said, “I have only one thing to say, a little matter of business,” and then he turned to me and said, “I wish that you would go down stairs and send a check to the institution for the blind.”

Now it seems to me that if any of you have received any benefit through the increase of the skill in surgery, if any of you have ever had any help brought to you through the kindness of physicians and the goodness of the Great Physician, if any of you have children who are now enjoying all their senses, I can not think of anything that would be more gratifying and that would be more appropriate than that you should send your check in gratitude to the kindergarten.

At the conclusion of the Bishop's address, tiny James Cunningham, who seemed not much larger than a bird, and not able to chirp much louder, recited “What a Bird Thought,” in a charming way. The girls of the primary class then sang a chorus entitled “Little Dandelion.”

An exercise which called forth many expressions of wonder and delight from the audience consisted in the correct naming by the scholars of the music class, of every chord struck by the teacher. Miss Roeske played a number of chords

on the piano, calling on the boys in turn, to describe each chord, and to give the musical key to which it belonged. They did this with great facility, one boy, Wilbur Dodge proving anew his right to the title of musical prodigy, by calling out, major or minor, dominant seventh, diminished sixth, or whatever the chord might be, almost before it had fully sounded.

The finale was the "Heart Sunshine Waltz," played by the boys' orchestra, and composed by their teacher. It brought into play zithers, bells, piccolos, drums, triangles, and a number of other instruments suitable to the age of the childish musicians. It was executed in perfect time, with much spirit, and was received with delight by the audience, who called for an encore.

At the conclusion of the children's exercises, Dr. Eliot made an address in behalf of the trustees of the kindergarten and of the ladies' visiting committee.

ADDRESS OF DR. SAMUEL ELIOT.

The programme for the afternoon is now completed so far as it has been written out, and I wish it were altogether completed, instead of my being called upon to break in upon it, as it were, with some of those remarks with which the old friends of the kindergarten are already too familiar. I read in the account of Edith Thomas given in the very interesting report of our director and published a few weeks ago that quotations, as she expressed it, make her miserable. Addresses in which I am concerned at the close of exercises

like these make me miserable, for I feel entirely out of place. At the same time there is a necessity of appealing to the generous instincts of a generous people, and one that repeats itself from year to year as our work goes on, and as our means of carrying it on satisfactorily and completely are not yet gained. The old servant of a Scottish laird told his master that he must leave him, for the master was always in a bad temper. "Aye, but John," said the master, "it's nae sooner on than it's off." "Aye, Aye, laird," said John, "but it's nae sooner off than it's on." I feel as if these repeated appeals for the kindergarten were no sooner made than they began again.

However that may be, we can speak with honest satisfaction of what has been done. You see many signs of it this afternoon in these children's songs and recitations and musical performances, but, of course, you do not see one-tenth part of what is going on here day by day, or what is going on in our parent institution at South Boston. You must visit both places; you must become familiar with the lives within these walls before you think that you begin to understand them. But you see enough even in exercises like these to be convinced that a work has been accomplished, not is to be, but has been accomplished, and for that work we are all of us very grateful. I for one feel deeply grateful to our director and his assistants, and even to these children, for what has been done. Bishop Lawrence did not say one word too much on the side of the obligation which you owe to them. It is an obligation which we cannot fulfil merely by spending a few hours here, or by giving a few dollars to sustain this holy enterprise; yet it must be sustained, and in fuller measure than it has now reached, or it must suffer.

We have today in the kindergarten sixty-nine children, and there are twelve waiting to be admitted. If they were all here, we should have, as you see, more than four score to provide for, and yet there is not a corner into which any one of these

twelve children can be thrust. I do not, however, think it so urgent that the number of children should be increased as that the children already here should be amply provided for; otherwise there must come a check to the work as it is going on, and there must be discouragement to the director and his assistants. Therefore I plead for them that the work as it is, not as it is to be, may be fully and adequately sustained. For that we need money to pay for the debt which we have incurred chiefly in building the fine structure in which we are assembled this afternoon, a debt now amounting to eighteen thousand dollars, while to meet the expense of the kindergarten as it is constituted we need about four thousand dollars a year more than we have. These are our pecuniary wants at this moment:—eighteen thousand dollars to pay off the debt on the buildings of the kindergarten, and four thousand dollars additional income to provide for its current expenses until the whole amount of the endowment fund is obtained.

We have been greatly helped in our current expenses by the ladies' visiting committee, in whose name this assemblage is called here this afternoon; and I rejoice to say that it is now not only a visiting committee of this neighborhood, but that the good work is spreading, and that there are ladies present today from Worcester who have organized an auxiliary association and are contributing to our wants. If we could have such an auxiliary in every large town in the commonwealth, probably the four thousand dollars additional income would soon be provided for; but whether we have the auxiliaries or not, whether the four thousand dollars come in or not, you may be sure that this work will never languish, for having once been begun, it must be carried forward. The stars of heaven in their courses fight for it; all the currents of humanity, of human interest and of human beneficence, are in its favor, and it must come at length to that happy haven where it will not lie inactive, but be so relieved from any sense of insecurity as to grow in all its powers of doing good.

For this I am here to plead at the director's request, and at the request indirectly of the ladies' committee, and for it I plead with all my heart. "Why is it," said an amateur fisherman to an old fellow whom he had engaged to take him out on a river to catch the trout which swam there, "that you catch all the fish and I catch none?" "Because," said the old angler, "I'm fishing for fish and you're fishing for fun." Now I am not fishing for fun. I am fishing for fish this afternoon, and I want to catch some very big ones, if possible, but the small ones will play their part, and give their proportion of encouragement, if we can catch them. Mrs. Mack, who is kind enough to perform the service for us, will be found seated near the door as you go out, and she will be glad to take any small offerings, any subscriptions to the membership of this auxiliary of which I have already spoken, and which needs to be very much enlarged.

I do not think I need to say anything more. These children have pleaded their own cause. How can I plead it half as well as they have done? Yet among the memories that have been revived within us the last week in the great celebration of the new holiday to commemorate the old, old story of our fathers' heroism, there is just one touch that comes home to us this afternoon. When Isaac Davis, who fell by the first fire at Concord, left his home in Acton on the morning of the 19th of April, 1775, he turned back to his wife, and before marching away with his minute men said, "Hannah, take good care of the children." He never came back alive, but we may be sure that those children were cared for, and that their descendants are still in existence to prove that a man who dies for his country does not die in vain.

Let us take care of our children. Let us be very sure that we do take care of them, and let every one of them gathered here have reason to be glad and thankful that such a home has been provided for them by the generous people of Massachusetts.

These exercises are now closed.

Dr. Eliot's appeal was so earnest, urgent, and withal so whole-souled, that it had an immediate effect on the audience. A number of persons at the close of the exercises went directly to the desk of Mrs. Thomas Mack, the acting treasurer in the absence of Miss Olga E. Gardner, in order to give in their names as members of the ladies' auxiliary society, and to pay the annual subscription.

But the results of this interesting occasion cannot be measured by the receipts of money alone. As the guests wended their way homeward, all felt that they had gained much valuable information concerning the work of the kindergarten, while the sight of the happy but sightless faces and busy little fingers had warmed the sympathies of each compassionate beholder and given him new inspiration.

WILLIE ELIZABETH ROBIN.

BY MISS LAURA E. POULSSON.

Among the "big girls" now in the primary department at Jamaica Plain is the blithe and winning creature, Willie Elizabeth Robin, whose name and personality are so well known to the community of Boston and the readers of this annual report. Nearly four years have elapsed since she was first brought to the kindergarten, and she is now a finely grown, beautiful child of ten, with an education which could almost vie with that of a normal child of her age. The familiar story of the journey with her mother from Texas, of her admission to the kindergarten through the philanthropy of the board of trustees, of her total blindness and deafness and ignorance of language, needs no re-telling. But the unfolding of her three-fold nature, — physical, mental and spiritual, — as each year passes by, gives something fresh to chronicle and awakens anew our thankfulness and wonder.

That Willie stands on such an excellent physical basis (exclusive of her deprivations) is of great advantage. Her health is uniformly good. She is active in play, fond of gymnastics and extremely sensitive in the three senses which remain to her, of touch, taste and smell. The last one, in especial, is very acute. She quickly distinguishes odors of food which are almost imperceptible to others, and there have been several curious instances of her perception of persons by the same sense. The following are true renderings of certain incidents as given in her teacher's note book:

Willie was about to retire when one of the children (Amy) came to the door of Willie's room to speak to me. After Amy left, Willie, who had been standing in the middle of the room, said: "Amy must not come to my room after the bell rings; she will wake up the girls. No! not nice." I asked her how far into the room Amy came. "She didn't come into the room; — only to the door."

While Willie was in the sloyd class today Miss —— came in to speak to Miss Molander. After she had passed out, Willie said: "Is Miss —— here?" As she had then gone, I said "no;" but Willie said: "I smell her."

When we were in the reading class this morning a little boy came up on the veranda and looked in the window. He was so very quiet that none of the children who could hear, knew that he was there; but Willie stopped in the midst of her reading and said: "Sidney came to the window and looked in. He came up from the walk and looked in the window." The window was closed and she was sitting on the other side of the room. The boy's father came into the school-room a few days later, and as soon as Willie knew he was there she said: "Two yesterdays, Sidney came and looked in the window. Why did he come?"

The circumstance of her discovering the little boy is inexplicable. It seems too improbable that she should have perceived and known him by the sense of smell, but what other solution is more probable?

In addition to good physical health Willie has fine mental ability, which enables her to overcome to a surprising degree the obstacles besetting her path. She is fond of her lessons and makes satisfactory progress in them, though she fails to find much attraction in arithmetic and does not succeed so well in that study as in others.

Miss Smith, her present teacher, gives account of her advancement during the last school year as follows :

IN READING Willie has finished the sixth reader. When she is asked questions about what she has read, she answers intelligently in her own words. Fewer explanations of words are now required, and frequently, when a word previously explained occurs, she stops of her own accord and tells its meaning, sometimes by speech and sometimes by action.

IN WRITING Willie forms the letters well, produces a neat-looking page, and has improved greatly in punctuation. She has written several letters, simple and childlike in manner as heretofore, but with more ease and of greater length.

ARTICULATION. So free has Willie's power of articulation become that she strongly prefers using her tongue rather than her fingers. She talks much and rapidly with the other girls out of school hours, and this militates seriously against distinctness ; but diligent effort is put forth, in the hour devoted to the articulation lesson, toward inducing her to speak slowly, distinctly and naturally. A short portion of the same hour is spent in learning to read the lips.

IN ARITHMETIC Willie can add, subtract, multiply and divide numbers up to 100. She has studied weights and measures, first concretely and then abstractly, and has a very good idea of fractions. By means of a clock with raised figures, given her by her devoted friend, Mr. Whiting, she has become expert at telling time.

ZOOLOGY. Willie is much interested in the study of animals, and when examining them goes into minutest details. The method pursued is to give her the animal (alive or stuffed) to feel of, and have her tell all she can discover about it ; then, after a few days' study and talk on the subject with the teacher, to have her represent the animal in clay, and, a day or two afterwards, write down what she has learned. Generally her account is interesting and comparatively complete.

SLOYD. In this class the kindergarten and primary grades are taught crocheting, knitting and sewing; chiefly knitting, however. Willie delights in the sloyd hour, — sits quietly and works well. Like the other children, she also enjoys working out of class. She knits both evenly and quickly, can “cast on” stitches and “bind off,” knit “seam” and “plain,” “rib,” “block” and “moss” patterns, and has made a pen-wiper, a pair of slippers, a holder, a handkerchief case, and a pair of socks.

GYMNASTICS. Willie enjoys her gymnastics exceedingly, and is very accurate in following commands and making the movements correctly. She is agile in climbing the rope and ladder, and has improved greatly in her marching. It has always been difficult for her to keep in step with the others, but now she often goes around the hall several times without breaking step in the least.

To summarize, it may be said that Willie's standing in all her classes is excellent, and that with the exception of articulation, all her school work is done in connection with the regular classes of the primary department.

There are many little incidents which happen in connection with Willie's every-day and school life which, though falling under no special classification and bearing no important witness to her development, are nevertheless of interest. Trivial as these incidents may be, they will at least give pleasure to those who care to follow the child's career; for they reveal between the lines many phases of her character, — a character so strong as to call for the most judicious guidance, while at the same time of such openness and sweetness as to draw all hearts to love her.

Like Tommy Stringer, Willie has an unflagging interest in nature study, especially zoölogy. The

pleasure of having such a creature as the stuffed baby tiger for manipulation, or of being regaled with the story of a mountain lion while Miss Johnson is telling it to the rest of the girls, she considers entrancing. Her eager questions manifest attention and understanding, and her earnest, lit-up face is beautiful to see. The expressive beauty of the child's face is brought out much more strikingly, however, when she is sharing a conversation on higher themes, wherein, for instance, questions of love or duty awaken her thought. There is a sacred fascination in watching the play of mind and soul upon her mobile features. Each delicate fleeting change can be traced, and the deeper impress of noble feelings plainly seen. The world might then be challenged to show a sweeter sight.

One day an oriole's nest was given to the zoölogy class to examine. When Willie's turn came she devoted close attention to it, feeling it outside and in and probing to the very bottom, whence she drew forth the desiccated head of a fly with the accompanying observation "the bird eats flies." Little escapes her sensitive touch when she is bent on a thorough search.

At another time each child was provided with a cray fish from which she was to learn all she could by touch alone, without receiving any suggestions from teacher or fellow pupil. The result was to be written down and handed in as a special exercise preliminary to the regular class study of the object. The subjoined is Willie's list of observations :

It has eight arms and two legs and a tail and two eyes it has an body it lives in the water. The body is hard and the arms and the legs are not strong, they are soft.

WILLIE.

In walking by Jamaica Pond a few weeks later she asked if there were lobsters in it. When told that lobsters lived in salt water and that Jamaica Pond was of fresh water, she said: "The cray fish lives here."

About the monkey's paws she stated: "Something like ours. It has finger nails."

In reproducing the story of the silkworm and its cocoon, as a review of a lesson which she had been reading, she succeeded beyond the anticipations of her teacher, as the lesson had been quite difficult. In the midst of her story she turned to her teacher and asked who taught the silkworm how to make a cocoon. Being told that it knew how by instinct, she said: "That means God taught it. God does not like to have the men kill them. No! No!"

Two rats were caught in a trap and brought by the janitor to Miss Johnson, who saw in them an unusually good opportunity to give the older children an educational treat. So after screwing up her own courage to the point of handling the creatures, she gave them to the children to examine, and the little girls were delighted at the indulgence of such an extra lesson on a rainy day. Willie made a thorough investigation of the rodents, — pulling open their mouths to find the teeth, feeling of the eyes, nostrils, etc. She was the first to penetrate into the animal's mouth though several of the children had looked at the rats before her.

Miss Johnson has a limited number of live creatures which she keeps as helps in her teaching of zoölogy, and among these is a baby alligator whose teeth are as yet too soft for him to do any harm. One morning Willie visited Miss Johnson in the school-room to inquire after

the welfare of the pet alligator. She asked several questions about it: "Why does he stay in the water? Why does he have stones in the water?" After answering her inquiries, Miss Johnson allowed her to continue the study of the alligator while she herself returned to her writing at the other end of the room. Hearing repeated sounds from the alligator, however, she thought she had better see what Willie was doing, and found Miss Robin fearlessly holding the poor creature on his back with her hands tightly clasped about him. The result of this morning's visit showed when the alligator became the subject of the class exercise in clay modelling. Hers was the best of all, the scales being represented almost perfectly; — showing that she had used her extra opportunity of investigation to good purpose.

Willie's reading introduced her to the words biped and quadruped. She took an aversion to the former term, saying: "Not nice to be a biped!" and objected strenuously against having it applied to persons.

She does not fancy oysters, and took no interest in the zoölogy exercise when they were to be studied. Making them in clay caused absolute rebellion. She dallied and shirked and pleaded in evasion: "I am too slow to make oysters and I don't like them." Further pressure called out the belligerent declaration "I won't try!" to which was added: "Miss Johnson must not give me oysters to make, because I do not like them. No! it is not nice."

As an offset to this account of misdemeanor on Willie's part, who will not enjoy the following naïve application of ethics to arithmetic which she made? She was having a review in fractions and her teacher asked:

“Which would you rather have, — $\frac{1}{5}$ of something very nice, or $\frac{1}{4}$ of it?” “ $\frac{1}{5}$,” said Willie. Thinking naturally that the child considered $\frac{1}{5}$ the larger, the teacher questioned cautioningly: “Which is greater, — $\frac{1}{5}$ or $\frac{1}{4}$?” — “ $\frac{1}{4}$,” rejoined Willie promptly. “Well, then, which would you rather have, — the larger or the smaller?” “The smaller,” answered Willie, “*because I don’t want to be selfish!*”

Willie’s “way of putting things” is irresistible sometimes in its forcefulness or comicality. Speaking of a small fellow-pupil, who had forgotten to perform a certain duty committed to her, Willie said: “No! she must not forget. She has a *mind!*”

Being ill enough to be kept in bed one day with a severe cold, she greeted the teacher at one of her frequent visits to Willie’s bedside with a lugubrious countenance saying: “I want to go to heaven,” pointing upward as she said so. Upon being questioned as to why she wished to go to heaven, she answered: “Because I cannot breath nicely.” “Oh,” said Miss Smith, “you will be better tomorrow morning.” “No,” said Willie dolefully, “I am a little dead now.”

We all know the odor which sometimes clings about poetic and picturesque old homesteads. Willie hit this off epigrammatically by saying: “This is a long-ago house. It smells of long ago!”

Some visitors in the gymnasium asked to see Willie just as she happened to be putting on her boots in great haste. When she was told that there were visitors, it was with the expectation that she would greet them in her usual pretty and polite manner; but she astonished Miss Smith by bursting out with unconventional truth-

fulness: "No, I thank you. I must hurry!" adding breathlessly when remonstrated with about being rude: "No! I hope not. How do you do? I must hurry! I cannot stop!" It is hoped that the visitors' sense of the ridiculous was sufficiently appealed to, to enable them to see the funny side of the little girl's treatment and pardon it. She meant no discourtesy in her heart. It was simply but very emphatically a bad case of "not at home."

After having been rather rough in her treatment of one of the little girls during a play hour, Willie entered the writing class suffering from a guilty conscience, which evidently troubled her very much, holding up her bad conduct continually before her. She was at work on a letter to Mrs. Whiting but made only fitful progress, and finally said: "I cannot write. I am afraid I shall tell Mrs. Whiting, that I was naughty!" Persevering, however, Willie did succeed in finishing the letter, though it consumed the writing hour of another day, during which she stopped to heave a labored sigh and say: "It is much thinking!" The letter *was* an unusually long one.

Willie's feelings seemed to have worked havoc quite frequently in writing class, for under another date we find her bemoaning: "I cannot write, because I am so inquisitive;" the trouble then being that she had a consuming desire to know what it was which had been in her teacher's hand and which she had not been allowed to see.

Writing in itself is naturally less interesting to the blind than their other lessons. It is more of a task because, working with an ordinary pencil on the smooth surface of the paper, they get no tangible result and thus

lose the spur of conscious achievement. It is dull work to plod along, shaping laborious angles and drawing vertical lines, when it is all, as it were, “writ in water,” leaving for the blind children no trace which they may discover again.

Willie’s “I-want-to-know” is not often displayed under the guise of inquisitiveness, and it is a valuable trait for her to possess, since it keeps her on the lookout for the meaning of new words and expressions, and explanations of new experiences and objects. The following simple little chat with Miss Johnson shows how she challenges new words when they occur in conversation. Willie had not been very well during the day and Miss Johnson went up to visit her in the evening as she lay in bed. Miss Johnson touched Willie’s hand in greeting, whereupon Willie smiled and said: “Miss Johnson,” after which the conversation began:

“How are you this evening?”

“I am very well.”

“I am glad you are recovering.” [Miss Johnson likes to use new words when talking to her, to see what she will say.]

“What does that mean? — recov —” [trying to articulate the word recovering.]

“Recovering means getting better.”

“Yes. Why did you not come to see me this morning?”

“I was busy, and could not spare the time.”

“What does *spare* mean?”

“I had no time when I was not busy.”

“Yes. When you did not see me this morning, did you say to Miss Smith ‘where is Willie?’”

“Yes, I asked for you at breakfast time and was told you were not well, so I knew afterward why you did not come to class.”

“You knew I would come to class if I was well.”

“Yes, indeed.”

“I will come to class tomorrow. I will be well tomorrow.”

Willie then went on to ask what the girls did in class, and so on. Before ending the conversation Miss Johnson managed to use the word “recovering” again. Willie accepted it without cavil, having evidently come to a clear understanding of its meaning.

Conservatism, always a strong characteristic of this little maiden, still crops out. She scents danger and upheaval in any deviation from the beaten track, and innovation is her bugbear. When a change of teachers was necessary, owing to the marriage of Miss Thayer, she quite resented the advance which Miss Smith endeavored to introduce in her arithmetic by dispensing with counters and using abstract numbers in the customary operations. “No! No!” said Willie, “you are not allowed. No! I know you are not allowed!” She felt indeed that “a new ruler had arisen in Egypt who knew not Joseph.” Was everything familiar and well-regulated about to be turned topsy-turvy in this uncomfortable manner? She feared that she had fallen on evil days when she was denied her useful counters and required to calculate without their aid. However, encouragement came soon. The number lessons were often such as to win praise in spite of these hard conditions; and after an unusually successful lesson we hear of her measuring her head with her hands, thinking to find evidence that her brain had

grown in consequence. Her latest imagination (one can scarcely call it by so prosaic a word as estimate) was, that her brain had grown five inches !

Size and age continue to be highly interesting topics to Willie. Her first questions about other children are “how old” and “how big,” but she has learned to use a polite restraint in this regard toward her elders. She was much embarrassed on one occasion when she asked the age of a very small adult person, thinking it was a child. “I thought, — I thought it was a little girl,” she said over and over, with uneasy yet laughing insistence.

When about to write home to her mother some time after the birth of a baby brother, she remarked: “I will ask how much my brother Rob weighs. He did weigh 16 lbs., but he grows.”

Recalling scenes of the past during a day spent with her friend Miss A. Emily Poulsson, she asked: “Do you remember the baby at Clark’s Island? That baby must be two years old now, for I was eight then and now I am ten.

Talking with her teacher one evening she told of a friend who was fifty-seven years old, and said: “She is so old, you [meaning even you, a teacher, a person in authority,] must mind her.”

During the day’s visit just referred to at Miss Poulsson’s the little girl was very sweet and bewitching, being full of happiness and on the “qui vive” for jokes. Miss Poulsson and she had long talks together in which “do you remember” introduced many a sentence on the child’s part. She had lively memories of Clark’s Island, Fayville and Springfield, where they had been together, and also of her previous stay in Miss Poulsson’s house.

She read aloud from a book in raised print, played “Hide and Seek” with great gusto, was highly amused at the slow and awkward attempts of a couple of young ladies to learn the manual alphabet under her instructions, chattered like a little magpie, and bore about a face beaming with the utmost joy and affection throughout the day. When she began to realize that the time to go was approaching, she made known her reluctance by declaring with expressive crookedness: “I haven’t been here every time long enough!”

A faithful loving heart beats in this little one’s breast, and the thought of the dear home in Texas with father, mother, Mattie, Bonnie and Baby Robert, is seldom long absent. She often talks of them and frequently asks when she can make another visit home. She wishes that her father and mother, sisters and brother, and uncle and cousins could all come to live in Boston. “I am afraid they will forget me. I am afraid I will not remember them if they do not come to see me.” Every day brings with it the hope of a home letter, and when she meets the postman the question is always ready: “Where is my letter from my mamma?” Her recollection of the events of her visit home, two years ago, is very clear, and she likes to talk about it. Indeed the memory of her first coming to the kindergarten with her mother still lingers in her mind, and she quite surprised Miss Johnson one day by the questions she asked and reminiscences she gave about herself and the kindergarten people at that time.

When the kindergarten closed in June Willie was most hospitably received in the summer home of Mr. and Mrs. Albert T. Whiting at Hingham, and there spent the

whole of her long vacation. Every care and pleasure that their affectionate hearts could devise was lavished upon her, and she throve in health and spirits. She is very fond of these devoted friends, and almost all the articles worked over so faithfully and with so much interest in her sloyd class have been offered at their household shrine.

The cat and kittens at Hingham came in for a large share of her attention and caused her much diversion. She always grows attached to the pets of a place, whatever they may be; and when she was taking leave of the Hingham pussy, she put her mouth to its ear and said: "I am going to school now. Good bye." Her teacher asked her if she thought the cat understood; to which Willie replied with the utmost confidence: "Yes, a little. All cats do a little."

Willie's correspondence is carried on in two ways; — sometimes through letters dictated by her to her teacher, and sometimes (the latter with growing frequency, of course) through letters written laboriously by her own hands. It is very natural that there should be a noticeable difference in the two kinds of productions. The first method furnishes a comparatively free medium, while the second hampers the young correspondent considerably. The same discrepancy exists between the dictated letters of a normal child and the results of its entirely independent writing. All the letters here appended are of the latter kind.

HINGHAM, July 5, 1894.

DEAR MAMMA:—I am having a nice time with Mamma Whiting and Papa Whiting. I gave the dolls a ride I played with the kitty. Her is Lilac have a nice play room. please

write to me are my sisters good I send my love to you and
papa and sisters and brother

Your loving little girl

WILLIE.

HINGHAM, Aug. 18, 94

DEAR SISTER BONNIE:—I was very glad to have a letter
from you. Is your doll all right. My doll was broken last
summer. We went to ride to the beach yesterday. I would
like to see you. with much love to all your loving sister

WILLIE.

DEAR SISTER MATTIE:—We are going to see Mrs. Hadley
[her former teacher, Miss Thayer,] on Thursday. I am glad
that you like the beads [These were some beads which she had
strung and sent as a present.] I have a box of blocks I play
with them. Are you having a good time in Throckmorton I
am in Hingham I send my love to you. Good bye From your
loving sister

WILLIE.

HINGHAM, July 11th 1894.

MY DEAR MISS JOHNSON:—I was glad to receive your
letter I am having a good time with Mamma Whiting and
papa Whiting I have a nice play room, I had twenty presents
[on her birthday]. Mr. Anagnos has not come down to see
me yet. We go to ride to the salt water I play with the kitty
her name is Lilac I have three cats and three kittens I send my
love to you Your little friend

WILLIE.

HINGHAM, Sept. 19, 1894.

DEAR MR. CLEMENT:—I went to Marshfield last week to
the Fair I saw some ducks rabbits and hens We saw a black
sheep lieing on the ground I am going to school tomorrow
morning I had a letter from my teacher yesterday I dressed

the kitten in the dolls dresses like your little girl I send her
a kiss I would like to have her come to see me. With much
love From your little friend WILLIE.

JAMAICA PLAIN, Sept. 27, 1894.

DEAR MAMMA:—Why did you not write to me? What
was my sister's name that died? I just received a letter from
you and was pleased with it. Thank you for sending Robert's
picture and my teacher thinks it is very cunning. How old is
Robert? Please write me a letter and write it long and tell me
what you are doing. Did you forget how to talk with your
fingers? I am talking with my mouth very much, all the time.
My teacher will write to you very soon. I would like to have
you live in Boston near me with my sisters and brother and
papa. There are twenty five little girls in school. A lady
who came here a little while ago gave me a new doll and it
can shut its eyes. I would like to have my sisters write to me
again. I will write to my papa soon. Please tell the little
girls I am coming next summer. I send my love to them.
Goodbye, from your little girl WILLIE.

Composition writing is a part of Willie's training.
Three of those written during the past year are given to
furnish an idea of what is attempted and accomplished in
this direction.

*Composition written in honor of George Washington's
birthday.*

George Washington was born on the 22nd of February, in
Virginia, in 1732. His father gave him the hatchet to play
with. He went out to cut the cherry tree then his father was
willing. [She seems to have missed the familiar point in the
immortal anecdote!] George Washington had a white pony.

He wanted to go away to sea to be a sailor but his mother was not willing. His father died when he was eleven. He fought with the English to save this country. The soldiers said to come and be the first president. He is called the father of his country because he did so much for the American people and they love him. They made the monument after he died.

Reproduction of a reading lesson.

One very hot day a lamb go a distance to get water. A wolf taking a walk saw the lamb and wanted him for his supper. The wolf said, "why did you make the water so muddy?" but the lamb said, "No, I did not do it because it runs from you to me." The wolf told the lamb he used insulting words about him six months ago, but the lamb said, "No, I was not born six months ago. The wolf said, "Well, I do not care, so I must eat you."

Willie's "original story," entitled "Nellie Bard," is largely reproduced from her Fayville life in 1893.

Nellie Bard.

Nellie goes to school, and she has a sister named Florence, she played with Florence with their carriage and two dolls. Nellie has a brother named Fred. They live far away in Louisiana. They have a box of blocks. Nellie and Fred and Florence must go out to play to ride in their little wagon. They went to ride with their mamma and papa to see their friends named Miss Cora and Miss Annie, Saturday to stay until Monday. They went home to their house to school. Nellie and Florence took their dolls out to play and their brother played with his drum.

With these must close this year's report of the development of this most interesting child. Pathetic as is her condition, it has many mitigations,—not the least of which is the freedom which she has attained in the use

of spoken language. By this means she has a much wider avenue of communication with her fellow-mortals and a much speedier utterance of her thought. She loves to use her hardly-obtained powers, and seldom lapses into manual speech unless it is unavoidable. She will repeat her words very patiently, and if it is suggested that she should use her fingers, she will make still further attempt, saying: "I will talk very nicely so that you can understand."

It is Willie's sweet philosophy to rejoice over the powers and privileges we possess, and not to sadden ourselves with the contemplation of our woes. Therefore for us whose soft hearts grieve over all that the dear child misses in life, she would doubtless have some such message as she sent to the little girl in Hingham who cried with sorrow over her plight: "Tell Belle not to cry about me, for I am perfectly happy."

THOMAS A. STRINGER.

By MISS LAURA E. POULSSON.

On Sept. 19, 1893, Tommy returned to the kindergarten after a delightful summer spent at the home of his teacher, Miss Brown, in Wrentham. The freedom with which he was allowed to roam about the farm, the pure country air, wholesome food and abundance of fruit, all helped to make him strong and active. He was interested in everything and everybody, and greatly enjoyed following different members of the family as they went about from one duty to another. He helped in gathering and preparing the vegetables, and took an interest in them throughout the whole course of cooking, even holding the handle of the kettle or saucepan sometimes while its contents were boiling. At dinner he always wished to be served from the dishes he had helped to prepare. It was his delight to assist(?) in making pies, rolling out cookies, setting the table, and so on. The barn, his old place of interest, maintained its charm, though his nervous fear of horses and cows has not yet been fully overcome. Sometimes, when Dobbin was in his stall, Miss Brown and Tom would pay him a visit with a nice basket of apples, cornhusks, or whatever might be the equine delicacy of the day. Tom would not dare to feed the horse himself, but would surrender the basket to Miss Brown, push her gently forward, and then, when he afterwards felt in the basket and found it empty, he would laugh, make the motions of eating and say "horse." Before starting out on a drive he generally asked to see the horse, and took great pleasure

in patting his side, but could not be induced to feel of the legs or feet. Occasionally Tom's courage would rise high enough for him to venture patting the cows' heads through the openings of their stalls; but the daring feat would cause him to call out "cows! cows!" so vociferously that the bossies became as frightened as himself. However, before the summer was over, he made an attempt at milking, which proved that his fear had lessened, though he always took good care to keep the person of his instructor in the art of milking well between himself and the cow during the operation.

A swing and hammock had been placed near the house, but not near enough for Tom to find his way to them alone. Kindness prompted invention, and a communication was effected by rigging a high wire, with an iron ring running on it, to the desired tree, and attaching to the ring a cord which Tom could easily reach. By this means he could guide himself to the swing and return when he chose.

In one of his adventurous roamings, Tom thought he would follow the course of the stone wall. Unfortunately he stepped into a hornet's nest and was badly stung on legs, hands and face. His friends did what they could for him, but Tom wanted to go at once to the pump where he laved his wounds in the cool water till the furious pain subsided. He had the idea that a cat was responsible for his hurts, and cried out "cat! cat! cat!" this accident thus increasing his fear of that animal. His teacher showed him a dead hornet and tried to convince him that such little creatures had stung him; but he found it difficult to conceive of these diminutive insects as the cause of his great pain.

On his return to Jamaica Plain Tom was promoted into the regular kindergarten classes to pursue the course as far as possible with the other boys. His day's programme consisted of the following :

A. M.

“ Morning Talk ” and Writing.

Gift.

Sloyd.

Gymnastics.

Articulation.

P. M.

Reading and Number Work.

Occupation.

Evening Reading (by the teacher.)

All was progressing finely. Tom had been much interested about beechnuts, acorns, chestnuts and horse-chestnuts in the “ morning talks ; ” had learned to crochet chain stitch and commenced to knit a bag in his sloyd class ; had made a good beginning in his other lessons, and was having the Ned and Beppo stories read to him by his teacher—when scarlet fever broke out in mild form and Tom was a victim ! He was established in a little building which had been fitted up for use in sickness, and placed in charge of a nurse. During his six weeks' quarantine he missed the companionship of the teachers and boys exceedingly ; but he was very docile and not ill enough to suffer much. It must have seemed a great mystery to the dear little fellow that he should be shut off from all his ordinary associations, even with the kindest of nurses to care for him. His experience of the text : “ I was in prison and ye visited me,” was perforce a meagre one, for as he lay ill in bed his teacher

could only communicate with him by rapping on the window. The jar caused by this was felt by the little invalid and responded to by radiant smiles and the spelling of her name. He was supplied with books, and, as his illness was slight, he read a good deal; so that although he lost in the practice of giving out language, he gained some fluency in reading. At the end of about six weeks he was sufficiently convalescent to be sent to Wrentham to grow strong again. It was not long before he was toddling about the house in his old fashion, looking after the cooking, helping to set the table, trying his hand at wiping dishes, and so on.

One of his self-appointed tasks was the oversight of the cookey and doughnut jars and the supply of rolls and biscuits. If he came to the conclusion, after due inspection, that the stock was not sufficient to meet the probable demands of the next day, he would make the fact known with proper urgency. On a few occasions he took matters into his own hands; at one time having commenced to make a fine batch of biscuits by pouring the contents of the soda can into a pan of sour milk, and at another having started to brew a liberal portion of tea for the family supper. Inopportune discovery always foiled him in these ambitious undertakings, though he was eminently successful in some deeds of mischief, such as throwing small utensils out of the pantry window, putting soap down the pump, and so on. When Miss Brown went to Wrentham to see him (having been engaged in other teaching at the kindergarten during his illness), his housekeeping responsibilities were not laid aside even in the joy of greeting her. Evidently one of his thoughts was: "Another person at dinner—an

extra leaf in the table ;” consequently he manifested what was to Miss Brown a puzzling desire to gravitate toward the dining room. As soon as the time to get dinner arrived, up jumped Tom, pulled apart the table, fetched the leaf and put it in place. “Let us do honor to our guests and give them generous comfort !” would be Tom’s motto as a householder.

Among the delights accorded to Tom at Wrentham was the privilege of playing with several articles of absorbing interest, generally tabooed for children. The meat grinder was one, the apple parer another ; a little coffee mill, an old egg beater and the sewing machine continued the list. The meat grinder, however, carried off the palm, even though its charms were contested by so important a rival as a sewing machine ; for one was allowed to take the meat grinder to pieces and put it together again ! As it was composed of several small parts quite difficult to readjust, Tom’s perseverance was put to a good test ; but he spurned all help and tested to the full the satisfaction of achievement.

During the intervals of housekeeping and the study of mechanics Tom took time to finish the knitted twine work bag which he had begun in his sloyd class. He also read and re-read his book of “Little Stories,” the first perusal of which absorbed him to such a degree that he could scarcely be induced to leave it even for dinner.

The stormy weather kept him in the house during most of this stay at Wrentham, but the gardening experiences of the previous summer were not forgotten. The first time he was taken outdoors he asked to see the corn and beans. The corn stubble and bean poles were all that could be shown him, but he seemed to acquiesce in such

a state of affairs, feeling grateful perhaps that Jack Frost had left even these ungainly reminders of the luxuriant corn and beans.

It was not until Jan. 3, 1894, that Tommy was again regularly established at the kindergarten. At first it was a little difficult for him to settle down to his class work. He apparently felt somewhat like the boy who said that the time he most wanted a vacation was just after he had had one. But he applied himself bravely and was soon working in the accustomed ways. He was glad to see his special friends, — Fred, Charles, Lyman, Jimmy, and Guy. He threw his arms about Lyman and Jimmy of his own accord and kissed them. (At another time, meeting Fred after an absence, he actually cried for joy.) He called all the old boys by name, and asked the names of the new ones: but the new boys did not make much impression upon him; he would merely remark occasionally that So-and-So was “new.” As it was near the first of January, Tom and Fred exchanged New Year’s gifts; Tom receiving a pretty necktie and presenting in his turn the precious egg beater which he had been permitted to bring to town as one of his treasures.

The mantle of household care did not drop at once from Tom’s shoulders on returning to a scholastic atmosphere. For several days he was quite uneasy when the vegetables were served at dinner, — spelling: “Down stairs! Down stairs!” designating that he wished to inspect the stock of supplies from which the vegetables came. So one day he was taken down to the storerooms, and was much gratified at the bounty there displayed. The barrels of sugar, crackers and oatmeal particularly pleased him.

It must not be inferred from these accounts of Tom's housekeeping interests that he is greedy or over-fond of creature comforts. He is a particularly generous child and delights in sharing with others. When an express wagon was to be bought for him he was taken into Boston to select it for himself. At the same time some bananas were given to him, and almost as soon as they were purchased Tom began to name the boys with whom he wanted to divide them. Again, at dinner one day, Lyman gave Tom three pieces of candy. Tom thanked the donor, gave one piece of candy to Miss Brown, one to Jimmy and ate the third himself. It made no difference in his desire to bestow when he found that his teacher and Jimmy each had candy already from other sources. "Throughout the summer," says Miss Brown, "when Tom has had candy he has always offered to give some to those around him; even on one occasion extending his generosity to the horse!"

Tom is not only ready in giving, but he has shown himself cordially grateful for the favors he receives. When he was in the country Miss Greeley sent him a little clock with raised numbers on the dial plate and the glass face removed, thinking he could learn to take care of it and to tell the time. He wound it regularly, had it in his room at night, and took the greatest pride and satisfaction in it. On returning to the kindergarten and seeing Miss Greeley, the first thing he did was to spell "clock" with his fingers and say "thank you" with his voice; and often afterwards in meeting her he would greet her as freshly as at first with: "Clock. Thank you!"

That Tom is dexterous in the use of tools might easily be guessed from his skill in putting together the meat

grinder and a spinning wheel which he had mischievously taken apart. Miss Greeley has a box of tools in her room, and Tom is allowed to examine and work with them when he visits her. When he comes into the room he says: "Please give me the box;" and then, permission being given, he will amuse himself for hours, only going to Miss Greeley to inquire the name of some tool or to ask if he may bore holes or pound nails into pieces of wood. He uses the hammer, gimlet and saw, can bore holes well and put in screws with the screw driver. Miss Greeley has added whittling to her other amateur lessons in the use of tools, and Tom took to the jackknife quite handily. Only one cut resulted from the first trial, and the average certainly does not fall below that!

During Tom's scarlet fever and convalescence, Miss Brown's services had been devoted to sloyd work under the guidance of Miss Molander, the special sloyd teacher. As it was necessary for Miss Molander to return to Finland at the end of the year, and as Miss Brown showed much aptitude as a sloyd teacher, it was deemed important to have her continue in that department, putting Tommy under the care of a new teacher. The new teacher, Miss Conley, entered upon her duties Feb. 1, and has therefore had charge of Tommy during almost all that part of the school year in which he was well enough for study. Miss Conley's spirit and methods being much the same as those of her predecessor, little Tom's progress was not hindered by the change. In fact, he and Miss Conley have accomplished a great deal in their six months' work. The following brief summary extracted from Miss Conley's record book, under date of June 26, will give an idea of the progress which has been made.

Tom has kept up with his class in all the gift and occupation work.

In the "morning talk" he has studied the fish; advanced to the higher grade of turtle, alligator, lizard and frog; and from these to the bird world, studying the robin, quail, duck, mud hen, hen, rooster, parrot, hawk, peacock, etc.; learning their characteristics and to distinguish each readily by the touch.

In writing he began by drawing vertical and then horizontal lines from one prick to another on paper, progressing from this to the use of the writing board, on which he learned to draw vertical and horizontal lines without having the pricks to guide him, and to combine them into right angles. He can now write six letters of the alphabet: i, o, a, c, d, b.

He has finished and reviewed "Turner's First Reader" and begun "The Little One's Story Book."

In number work, teaching by objects alone has been discontinued, and he can now add, subtract and multiply very readily with abstract numbers up to 25.

In articulation much time has been spent in drill on the long and short vowels and other elements of speech. The following are some of the words added to his vocabulary: — *dog, cat, cow, hen, horse, lamb, fish, beef, veal, pin, pink, wing, fork, spoon, paper, cracker, Fred, Charlie, Miss Greeley, Mrs. Davidson, Miss Conley, Mr. Fisher, Mrs. Fisher, Miss Wood, Dr. Brackett, Miss Carrie, soup, bread, butter, water, dinner, supper, bed, bad, good, no, one, two, three, four, five, six, seven, eight, nine, ten, not, cold, cornbread, sorry. What is it? It is hot (or cold). I will be good. May I go? Please give me a book. I am sorry I was a bad boy. I have been to walk. I have a new dog. His name is Beppo.*

The "morning talks" at the kindergarten are always of great interest and profit to the children, and Tom enjoyed his share in them very much. During the past year the main subject has been back-boned animals, and

the children have had models or actual specimens to examine. In the first talk about the fish, Tom was much interested in the back-bone, feeling it carefully from end to end, and then passing his fingers up and down his own back-bone to show the correspondence. The fins of the fish seemed to possess a special attraction for him; and when the stuffed hen was shown him one day in connection with his reading lesson, he spread the tail out, moved it back and forth and spelled "fin!" On discovering the eyes, nostrils, mouth, etc. of the frog model he pointed to similar features of his own, and when he found joints in the frog's hind legs he immediately began looking for the joints of his own body and found nearly all. Being questioned out of class about the fish, he spelled readily:

The fish has a back-bone.

The fish has fins.

The fish has a heart.

Fish swim, (giving the motion of swimming that had been shown him.)

Describing the duck from memory he said:

The duck has two feet.

The duck has webbed feet.

The duck has two eyes.

The duck has feathers.

The duck can swim in the water.

Tom learns much about nature in his walks. His investigating little fingers are busied with every stone, plant, and creature with which he comes in contact. He names the familiar trees, flowers, berries, nuts, etc. as he finds them, and has learned from the barberry bush, so plentiful in the Boston suburbs, to quickly avoid

thorns. One day he came across a caterpillar on a stone wall. He knew at once what it was, and allowed it to crawl over his hand and arm at will, showing no fear, but, on the contrary, the greatest delight. He has learned his way over quite a portion of the Jamaica Plain neighborhood, keeping his route by various little landmarks, though he is, of course, never trusted alone.

One day, in his reading lesson, the word “few” attracted Tom’s attention. He paused, spelled it over again, and then spelled the word “dew,” repeating each several times, and evidently enjoying the similarity in spelling quite as much as a person with hearing enjoys a rhyme. At another time the word “axe” occurred in his reading lesson. Immediately Tom was all animation and full of memories. He made his teacher understand, — ekeing out his scant language with explanatory gesture, — that an axe was for cutting wood, that it was kept in the cellar, and that Miss Brown had shown it to him.

Tom’s powers of observation and memory show themselves in numberless ways. For instance, feeling in the mood a certain morning, he took up his rubber doll and put it through a performance of all the gymnastic exercises he himself had had in class, ending with some of his favorite kindergarten games, in which the teacher, doll and Tom took part. At another time, wishing to give pleasure to Miss Brown after an absence, he went through a new set of gymnastic exercises in perfectly correct order, though he had only had them once in the gymnasium.

Apropos of gymnastics: — Once when Tom’s teacher went to his room at bedtime to see if all was right for the night, she found Tom on his knees in the attitude of

prayer, his arms flying about in the air. He was going through the movements “head backward bend! arms upward stretch!” and others. He had been to the side of his roommate’s bed a few moments before and found him counting his beads; so it had entered Tom’s head to invent a ceremonial of his own. Later, he hung his old watchchain on his bed post, in imitation of the rosary which hung upon that of his roommate.

Tom took his teacher’s hand one morning, gave it a particular shake and said “Fred.” The peculiar touch or motion was immediately recognized, though Miss Conley had never thought of noticing it before. Then, grasping her hand again and shaking it in an entirely different way, he said “Parker.” This, too, was recognized as thoroughly characteristic of the person named.

Tom’s clearness of mind displays itself in his arithmetic, of which he is very fond. His replies to questions regarding combinations of two or three numbers up to twenty-five are generally correct and prompt. His teacher reports a question given in one day’s lesson: “I went to the store and bought twenty oranges. I gave Tom ten, and Fred six. How many did I have left?” To which the reply, “four,” was given before she thought he had fully comprehended the question. Estimating distances, areas, weights, — measures of any kind — is one of his hobbies.

As a rule Tom is docile, though slow; but his docility sometimes gives way to freaks of obstinacy, and his slowness might often be not unfairly accounted for by laziness. Both these faults, however, are much less noticeable than a year ago. Then the attacks of obstinate resistance were frequent and formidable, and the slowness at times

extreme. But with the greater mental awakening, greater power of expression, and more varied occupations, he is less difficult in disposition. Much effort has been expended toward getting him to realize that time and opportunities pass by, that each hour brings its duty. His pet clock with its raised dial figures has been a helpful little monitor; and the methodical bent of his mind has also helped in this direction.

His unwillingness to take the trouble to talk has retarded his progress in language, though he has made a fair advance during the past year. He is quick to seize ideas, however, which is a great help to his teacher. One entry in Miss Conley's diary is:

It is so hard to get Tom to answer questions. Today I said, "what have you been doing?" He replied: "I have been ——" then stopped, and only after three-quarters of an hour's waiting would he say: "playing with my cart."

At another time, knowing that he had been over to the girls' building, but wishing to make conversation on his return, his teacher asked: "Where have you been?" With a heavy sigh, Tom began to spell very slowly indeed. After a great tax of his listener's patience, he spelled: "I have been — Loring," hoping that the omission would be passed over and that he would be spared the exertion of forming the whole sentence. But finding that his teacher was paying close attention and being asked to repeat it, he said: "I have been to see Miss Loring." "When Tom came into the kindergarten today at half past two," says another teacher, "I asked him what he had been reading about, but could get nothing from him except that peculiar smile which Tom puts on when he has made up his mind not to respond.

Instead of allowing him to go right on with his regular work, I had him stand and wait, telling him that he might take his seat when he told me what I had asked him, which he did not do until four o'clock." The next morning when Miss Conley went to waken him, he spelled instead of the usual "good morning:" "The duck said quack!" which was what he had been reading about the day before. Finding that she did not understand him, he said again: "The duck said quack! Bad! Bad!" wishing to tell her his trouble of the day before. And later in the day as he met each of the teachers, he spelled at once: "The duck says quack!" as if trying to make up for his lack of readiness on the previous day. .

Teaching articulated speech to children like Tom is a slow and arduous task; but very satisfactory progress has been made. His emission of voice is quite faint, but stronger than a year ago. Care is taken to encourage but not force it. He uses spoken words quite frequently, but his stock is as yet small. He can ask for almost all that he needs at table: "Please give me some bread — butter — potato — tomato —" etc., and addresses several people by name. When his teacher was occupied one afternoon, she gave him something with which to amuse himself. Having tired of the object, Tom went to her and said: "Please give me a book?" At another time, when he was reading, he came to the word rabbit. He knew there was a stuffed rabbit in the cabinet, and expected that Miss Conley would get it and show it to him. As she showed no intention of doing so, Tom thought it worth while to use his own powers, and said: "Please give me the rabbit?" Needless to say that he had it!

On a certain Sunday when the other boys had gone to church, Tom was left to his own resources. Going to the door of his room to see that he was all right, Miss Conley found him sitting Turk-fashion in his rocking chair, saying aloud all the words he knew. Sometimes he made several trials before pronouncing the words to his own satisfaction; but when satisfaction was attained, he would spell “why, yes! why, yes!” with his fingers. When the words did not come to his recollection fast enough, he would tap his head and spell “think!” after which another word would be spoken. Finally, when he seemed to have exhausted his powers of recollection, he trotted over to his play drawer, examined the different articles, shut the drawer and returned to his chair; upon which he spoke the names of the toys he had found in the drawer. Nearly an hour was spent in this way.

Tom has a sense of humor and appreciates fun even when it is at his own expense. The question: “What is your name?” having occurred in the reading lesson, Tom’s teacher had said to him: “And what is *your* name?” Tom was naughty about replying, but finally, after having to stand on a chair a short time, he consented to say: “Tom.” The next day, when his book was opened for a new lesson, he turned the leaf back to the old one, found the line: “What is your name,”—shouted “Tom!” at the top of his voice, made a motion in the direction of the chair, smiled as much as to say: “What a fuss I made over nothing!” and then settled himself down for the new reading.

He is fond of frolicking. Miss Greeley went to his room one evening and found him sitting up in bed, with

his pillow on his head, rocking back and forth, laughing. So she treated him to a little romp, after which he settled down contentedly saying: "Goodnight. Asleep."

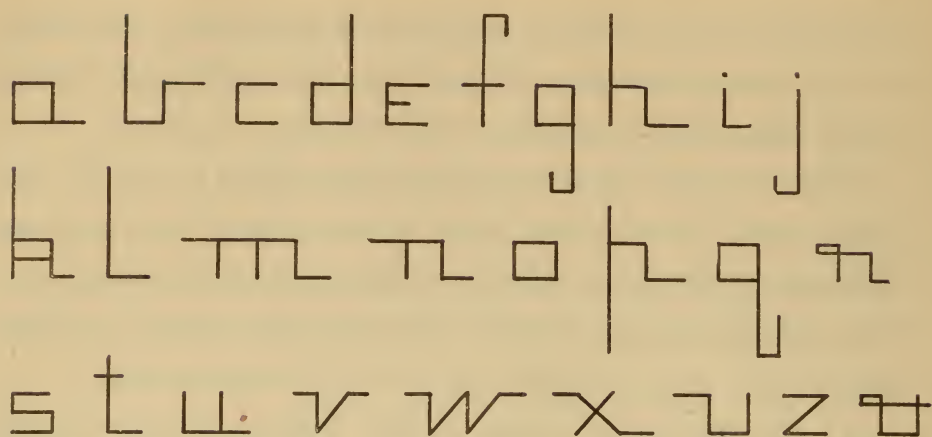
When he was taken to the photographer's to sit for his picture, he had no idea why he was placed in so many different positions. After reaching home he posed for the entertainment of the kindergarten family, taking exactly the same attitudes as at the photographer's.

At the annual exercises in the Boston Theatre, Tom was to take part in the clay modelling by making "the egg so smooth and round that held the wonderful secret." He was in very high spirits, and as he sat at the front of the platform working with his clay, would often break into irrepressible laughter. Knowing that some cause must exist for his hilarity, an investigation was made; and lo! instead of the two eggs which it was nearly time to show, he had about a hundred little atoms of clay. He had rolled with such vigor that the moisture had become absorbed from the clay and it had crumbled into fragments which Tom thought a very funny proceeding on the part of the clay.

Tom's letter to Mr. Anagnos last summer may be interesting. The penmanship was not his own,—he merely held the pencil while the teacher guided his hand; but he dictated the entire contents. The letter was written from Wrentham, at the beginning of July, 1894.

Dear Mr. Anagnos: It is July. June has gone. Fly. Parker has gone to cut grass. Few. Stone wall. Good bye.

TOM.



When Tom sat down to write his letter he was fresh from a conversation with Miss Brown, and a notable fact had just been conveyed to him. For a long time it had been June; but now it was June no more. July had come! *That* should be the first item in his letter. Then he cast about in his mind for something else interesting, and there occurred to him that curious word “fly,” which was such a queer thing to ponder over that Mr. Anagnos would certainly like to hear of it. “*Fly* a kite.” “Birds *fly*.” “A *fly* is on my face.” Extraordinary word!

“Parker has gone to cut grass.” A very good item. Parker was evidently the little boy’s hero; and of course, grass cutting was both important and delightful.

Next came a period of stress, probably. What *should* he say? Oh! there was something else very strange that he had been thinking about lately. That word “few.” It had been in a reading lesson a long time ago, and he had just found it again in his reading. Rather a pleasant word to spell, but an odd one to fit a meaning to! The spelling always took his attention from the meaning.

Another period of thought resulted in a capital topic, — a whole story in itself! “Stone wall.” Nice to walk by; helps you to keep your bearings so well. But the

words “stone wall” sent from Wrentham meant tragedy. Smiling happiness, hidden enemies, disaster! Oh! that dreadful day when he stepped into the hornets’ nest!

However, he must not say too much. A great deal of ground had already been covered and these exciting memories were rather exhausting. So he would now close succinctly with “Good bye, Tom.” Yes, one thing more! There was a certain way of arranging the letters of the alphabet in one of his books. Perhaps Mr. Anagnos would like to know about that. So there was a postscript, — etc., faithfully continued up to z — which surely made an appropriate ending!

Tom’s summer of 1894 was as happy as those of preceding years spent at Wrentham. He found amusement all day long in house, barn, tool and carriage house, dooryard, garden and field, gaining knowledge on every side and living the simple, kindly-nurtured life so good for the body, mind and spirit of a child. There is no doubt of Tom’s appreciation of Wrentham. He enjoys its atmosphere of good will and reciprocates with feelings of friendliness, even toward the church, which is for him a place of tediousness where there are hours of sitting still, hearing nothing, seeing nothing and doing almost nothing. On the last Sunday of his stay he was observed kissing the pews and step railing as he passed them in going out after service. He knew he was to leave for the city in a few days, and thought he would say good bye.

The beginning of the new school year finds Tommy established in the primary department as a regular member, spending only the period devoted to the “morning

talk" in the kindergarten. He is in excellent health, and in a fair way to make great strides in physical improvement, since, through the philanthropical interest of Dr. Brackett and his teacher, he is undergoing a treatment of medical gymnastics in addition to the gymnastics of his class. Being about five years old, yet with the habits of a mere baby when admitted to the kindergarten in 1891, his muscles were in very poor condition, and it is difficult to get them into a normal state. An adenoid growth, successfully removed during the past year, had also affected his physique quite seriously, the obstructed breathing having caused a noticeable depression in the chest. These bodily defects are being treated with faithfulness and skill, and special thanks are due to the generous physician and the devoted teachers who give so freely of their best, not only to Tommy but also to the others who need their special work and care.

Tommy is now eight years of age. He is not a prodigy but a boy of good abilities, happy disposition and warm heart. His good qualities are admirable. He is faithful, generous, friendly, truthful, observant, neat (so careful about his clothes and belongings that dust and dirt are really distressing to him), and possesses an unusually good memory and much dexterity in the use of his hands. All these his education at the kindergarten has fostered and developed, and it is surely a cause of great rejoicing that a child so pitifully afflicted has found an environment suited to his needs. Here stands the kindergarten with its peculiar advantages for instruction; here, also, a skilful teacher devoted to her work. Beside them is this trustful little child knowing nothing of the straits which he is in, but lifting toward us a face beaming with friendliness and joy.

His continuance at the kindergarten and the special instruction required for him are yearly at stake. Both home and education come to him through the grace of benefaction alone. As far as his small power extends he is generously and carefully provident for the welfare of others. Can we deny him in his necessity?

REPORT OF THE MATRON.

TO MR. M. ANAGNOS, *Director*.

SIR:—I beg leave to submit the following report of the kindergarten for the blind for the year ending September 30, 1894.

In order to look forward to the future of an undertaking with any degree of intelligent hope and expectancy a periodical review of what has been accomplished already is required,—a close examination of aims and methods together with a judicious estimate of cause and effect, and a clear knowledge of ways and means.

The inception and early years of this enterprise have been characterized by a spirit of devotion and self sacrifice on the part of all who share in the work; by arduous labors in the effort to promote its best interests, and by a feeling of solicitude and real anxiety concerning its financial condition. While the laborers in this field have found full recompense for their services in the success which has attended their efforts, and while the rapid development of the kindergarten and the excellent work accomplished by it furnish an unanswerable argument for the further prosecution of the undertaking,—it is felt that a state of pecuniary independence is essential to the permanent well-being of the infant school.

We record with a feeling of gratitude the stimulating and valuable experience which the months of the year just closed have brought in their succession. The mental advance made by each pupil of the kindergarten, the physical improvement of the children and the good condi-

tion of health preserved in both households offer the best evidence of the character of the work done at the institution and of the painstaking care bestowed on its inmates.

The end of the year shows 59 children in the kindergarten. In September at the beginning of the new school term 18 pupils, 9 boys and 9 girls, were transferred to the parent institution at South Boston. This class is the first that has graduated, and a reasonable degree of pride is felt in its fitness to prove the value of kindergarten training, — in its power to confirm the hope and meet the expectation of those who eagerly await the results of our work.

During the early part of the last year of their stay with us, the boys of this class formed an organization called The Kindergarten Primary Club. Its object they declared to be “free discussion and mutual benefit.” No one except members of the club was admitted to its meetings, and no grown person was permitted to join its membership with the exception of Mrs. Davidson, who acted as mentor and secretary. The disposal of the club’s limited funds was characteristic of the ruling spirit pervading the organization. The first money was expended for a suitable flower pot to hold a plant which the boys had grown for a dearly loved friend of the kindergarten. A little later a small amount was invested in a birthday gift to the “mother” of the household, and at the end of the year the sum of five dollars was raised by strenuous effort and given to Mr. Anagnos to be devoted to the new building fund. The club was loyally proud of its parting gift to the kindergarten.

No change has been made during the year in our corps of teachers, and it is no less true now than it has been in

the past that the work of training the pupils in all the classes is both ably and conscientiously performed. In every case this work is supplemented by the spirit of love and enthusiasm, which marks the true kindergarten. Froebel's methods are followed closely both in the kindergarten and in the primary classes. The study of botany, zoölogy and mineralogy begins in the kindergarten and extends in progressive lessons through all the classes. The methods used in teaching natural history are the following. The children are required to model in clay the forms of animals and plants and to read books relating to the subject of their lessons. They are also required to give both an oral and a written description of the various creatures, and thus learn to express their thoughts clearly and correctly.

The beginnings of the study of history are to be found in the familiar morning talks wherein is made prominent the significance of important events and periods of time in connection perhaps with the lives of distinguished men and women. The observance of national holidays and of the birthdays of our famous poets and men of letters furnish additional easy lessons in history. I overheard one child enumerate to another, a stranger, the "good times" we had enjoyed and the days we had "celebrated" at the kindergarten this year. "There was Miss ——'s birthday; George Washington's; Queen Victoria's; the sleighride Mrs. Mack gave us; the ride to Lexington, to Bunker Hill; Christmas day; the visit to Cambridge;"—and here the little boy paused, as if he found even the remembrance of the glory of it all overpowering. The day in Cambridge was memorable. After visiting Memorial Hall and the Agassiz Museum, the party went by special invitation to the Longfellow Man-

sion, — stopping on the way, of course, to see the Washington Elm. The delighted children were shown many interesting treasures in the famous house, “the old clock on the stairs” pleasing them especially and awakening a deep spirit of reverence in their childish hearts. They asked permission of their kind hostess to repeat the poem with which they were lovingly familiar, and the beautiful lines were given with an expression born of the occasion.

A valuable lesson in geography grew out of the following incident. A friend of the kindergarten, who was about to leave her home and go to Europe, called to say good bye to the children and brought with her, as a parting gift, a beautiful model of an ocean steamer. The miniature vessel was labelled the “City of New York,” but the boys immediately changed the name to “Augusta Victoria,” as this was the name of the ship on which the lady was to sail. Her passage across the ocean was the daily theme of conversation, until letters were received from their kind friend, when her various journeys and the different places which she had visited became the subject of many long talks.

Natural methods, as they are called, are used in most of our daily work. For instance, a class examines the various cereals. Characteristic differences are pointed out and the manner of growth is explained and made clear. On one occasion, when the lesson was upon wheat, the entire class went to the kitchen and under the direction of the teacher bread was made by eight little boys, all of whom were under ten years of age. The result was, that the children gained an idea of the process of bread-making, and we gained several loaves of good bread for the table.

A child is obliged to think when it works. Intellectual activity is thus awakened, and the fact that it has created something is of moral value to the little worker. As a means of developing the sense of form in the blind child, and of stimulating his power of observation and invention, progressive lessons in knitting and sewing have been introduced under the supervision of a skilful and experienced teacher of sloyd. In this work the pupils begin by learning to make a coarse twine chain with the fingers. A little later plain knitting is taught by substituting in place of the fingers large wooden needles. The use of bone and of steel needles follows in due course and finer yarn is used with each change of needle. The child is taught to cast on and to take up stitches; to narrow and to seam; to bind and to finish. These various steps in the work follow in succession, until at last the child is able to do every variety of fancy knitting in a skilful manner. Sewing is taught by similar methods. The first appliance used is a circular plate of metal, the surface of which contains one hundred and ninety-seven perforations. With a cotton cord to weave in and out of these holes the child learns the various stitches which are used in sewing, such as overseam, back-stitch, cross stitch, hemming and gathering. He finds, after a little practice, that he can make the same stitches on coarse canvas with needle and thread. When this point has been reached it becomes no difficult matter to apply the knowledge already gained and use the finer grades of cloth. Taught in this progressive and scientific way the sightless child is fitted in the course of a few years to make and to mend his own clothing. In all these lessons

pains are taken to secure a correct position of the body while the work is being done, and to train the fingers to grasp the implements firmly and to hold them easily.

With the introduction of the Ling system of gymnastics it has become possible to adapt the physical training to individual need, and by this means to correct in some measure cases of deformity and of retarded development. Gratifying results have followed the use of special movements adapted to this end. We are greatly indebted to Dr. E. G. Brackett for the service which he has rendered in directing the course of instruction in these special cases.

In the education of the blind, and especially in the kindergarten scheme of work and play, music is regarded as something more than an accomplishment, and it is never suffered to become a mere pastime. Forty pupils take lessons on the pianoforte and five on the violin. The classes which meet daily for instruction and practice in singing comprise all the children in the school. Through the kindness of Mr. John M. Rodocanachi the kinder-orchestra has been supplied with new instruments, and the tiny musicians have attained a higher degree of proficiency.

During the past year the health of both households has been uniformly good. With the exception of three cases of scarlet fever at the very beginning of the school term, we have been free from epidemic diseases. James Shea entered the kindergarten September 20, 1893. Within four days thereafter he was taken ill with scarlet fever and was removed to the City hospital. He recovered from the disease in a few weeks and went to his home, but a complication of disorders ensued, and on

December 19, 1893, the little fellow died. We desire in this connection to acknowledge our indebtedness to the City and to the Children's Hospital; and to Dr. Henry W. Broughton for the services which he generously rendered to the children of the kindergarten, refusing all compensation.

Our grateful acknowledgments are due to the ladies' visiting committee for the personal interest which they have shown in all that relates to the well being of the infant school. We are indebted to each and to all for frequent visits and for timely advice and aid. The committee's reception which was held on Monday, April 23, was attended by a large and distinguished company of ladies and gentlemen.

The King's Daughters of Newton have defrayed the expenses of several children during the summer vacation, and have also provided clothing for a number of them.

The Young Ladies' Missionary Association of Concord, N. H., has supplied Willie Elizabeth Robin with clothing.

We are indebted to Miss E. S. Parkman for the gift of a pianoforte; to Miss Lucy Cook of Detroit for a picture, and to Mr. John M. Rodocanachi for eighteen photographs mounted and framed.

The publishers of the *Roxbury News* have kindly supplied the kindergarten with a copy of the paper.

The constant improvement both physical and mental shown by Willie Elizabeth Robin seems to justify the course of instruction pursued in her case. She studies reading, writing, arithmetic and zoölogy in classes with girls of her own age. She manifests an intelligent interest in her work and maintains a creditable standing in her class. She learns to articulate with great eager-

ness, and is making satisfactory progress in the acquisition of speech. Like all healthy children she is full of exuberant life and spirits and delights in every form of physical exercise. In addition to the usual gymnastic exercises, Willie receives special training in equipoise and she has made a perceptible gain in the firmness and steadiness of her movement as is shown in her running and walking. She spent the summer vacation with Mr. and Mrs. A. T. Whiting at their home in Hingham. The loving care and tender affection which these kind friends lavish upon the attractive child meets with a full response from Willie, who is never so happy as when with them.

Each of the twelve months included in this report of a year's work has been an important period in the development and education of Tommy Stringer. Often a circumstance, which at first seems unfavorable, proves to be in reality a blessing in disguise. Tommy was one of the three children who were the victims of scarlet fever. During seven weeks he was completely isolated from all his teachers and companions. As the nurse who took care of him during his illness was not able to use the manual alphabet, he had no one with whom he could converse. In Tommy's case the fever was light in character, and he suffered but little from weakness and prostration. While still in bed his favorite occupation and amusement seemed to be found in spelling the names of his friends and of the objects with which he was familiar. His mind was evidently busy in reviewing the events of the past; the expression of his face was serious and indicated deep thoughtfulness. When he returned to school, after spending the Thanksgiving recess with his teacher at her home, it was apparent to all that a mental and moral

change had taken place in little Tommy. This change is shown in various ways, but chiefly in his behavior toward his schoolmates, with whom he now manifests a desire to be on friendly terms. He is inclined to be more companionable and is less reserved than formerly. Hence a much better opportunity is now afforded to find out his real ideas of things. Tommy has recently formed a strong attachment for one of his schoolmates. One way of manifesting his special regard for this boy is to say to Fred, "good night" and "good morning." One day after receiving from this playmate a little gift, Tom went to his own room and selecting a cherished toy from his collection he carried it to his friend's room and left it there at the same time he was spelling eagerly and rapidly with his fingers, "Fred's, Fred's." This I believe to be Tommy's first spontaneous effort to reciprocate a favor.

Tommy is both patient and systematic in doing the work which is required of him. He delights in helping his teachers by arranging work on the tables and by bringing books which are needed. After a lesson he returns the articles and books, which have been used, to their proper places. He examines the work of the other boys and expresses his opinion of it saying, "good," or "bad," as the case may be. In weaving and in sewing Tommy is both skilful and inventive. The new patterns which he has originated in both occupations show no small degree of ingenuity. He does not display the same amount of dexterity in modelling, but he seldom fails to recognize the clay objects which are made by other persons.

Tommy's articulation has not improved in any marked degree, but by constant practice he is becoming familiar

with the method of producing vocal sounds. In June last Dr. J. H. Farlow of Boston performed an operation on Tommy, which had become necessary on account of enlargement of the tonsils together with adenoid growth in the nasal passages. These obstructions rendered breathing difficult for the child, and moreover prevented the air from entering his lungs in sufficient quantity. The removal of the impediments afforded immediate relief to Tommy, who acknowledges his obligation to the kind surgeon by a degree of friendliness which it is not usual for him to manifest to strangers. It is believed that this improvement in the condition of the throat will materially aid Tommy's efforts in speaking.

His summer vacation was spent, as was that of the previous year, in Wrentham with Miss Laura A. Brown, and again he returned to us full of health and sturdy boyish life and vigor.

We cannot close this report without expressing again a word of thanks to the many kind friends who continue to stimulate our efforts and to aid our work in ways almost innumerable. And to the new helpers, who have recently joined benevolent hands with those who have hitherto borne the burden, we extend a word of hearty welcome, because the little sightless children are increasing in numbers at the kindergarten, and they cry imploringly for help that they may be led out of mental and moral hopelessness and darkness.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Allen, Mary K.	Bradley, Edward F.
Anderson, Elizabeth.	Butters, Albert W.
Burke, Norah.	Cunningham, James H.
Coberg, Margaret.	Delude, Louis.
Dart, Marion F.	Dewhurst, Henry.
Dolan, Ellen.	Drew, Francis.
Elwell, Gertrude.	Fuller, Albert.
Forbush, Vinnie F.	Harvey, Lyman K.
Gilman, Lura.	Heroux, Alfred N.
Goggin, Mary.	Jacobson, Guy H.
Hamlet, Ethel.	L'Abbé, Henry.
Hayes, Mary Etta.	Lester, James.
Hughes, Mattie.	Lord, John W.
Ingham, Beatrice.	Muldoon, Henry M.
Kennedy, Annie M.	Muldoon, Robert D.
Longley, Cora A.	Nelson, Charles S.
McKensie, Maggie.	Nilson, Frank..
Muldoon, Sophia J.	Paige, Frank H.
Ovens, Emily A.	Rand, Henry.
Puffer, Mildred E.	Ransom, Francis.
Robin, Willie Elizabeth.	Ryan, Edward D.
Root, May E.	Sticher, Frank W.
Swanberg, Martha.	Stringer, Thomas.
Thurley, Blanche M.	Stuart, Edwin.
Veasey, Emma A.	Swift, William S.
Wagner, Alice M.	Vaughn, William M.
Barnard, Richie J. C.	Walsh, William.
Bartlett, Joseph.	Wetherell, John.
Beckwith, George.	Williams, Albert L.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for a general invitation to an afternoon entertainment by the Denman Thompson Company.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for eight tickets to each of four concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for fourteen tickets to each of three concerts.

To the Williams Lecture Bureau, for twenty-two tickets to a lecture by Dr. Henry Boynton.

To Mr. J. M. Rodocanachi for fifty tickets and car fares to a concert by the Welsh Ladies Choir, Mr. Glass, manager.

To Mr. Virgil for twenty tickets to each of two pianoforte recitals.

To Messrs. Steinert & Sons for five tickets to Miss Gertrude Franklin's song recital.

To Mr. John Orth for twelve tickets to a series of four musicales.

To Mr. E. W. Tyler for twenty-six tickets to a pianoforte recital by Prof. Carl Faelten, and for fourteen tickets to a clarinet recital by Mr. Staat.

To Mr. George W. Want for eight tickets to each of two organ recitals at the New Old South by Dr. Alex. Guilmant.

To Mrs. Elsa Cushing for thirty-two tickets to an afternoon concert.

To Mr. E. Payson Bradley for twenty tickets to a concert at the Phillips Church, South Boston.

To Miss Charlotte Hawes for thirty-four tickets to each of her two lectures given at the Shepard Memorial Church in Cambridge.

To an unknown friend for twenty-five tickets to the Commemoration of the "Boston Tea Party," held in the Old South.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists: —

To the Berkeley and Beacon Quartets, — Mrs. E. Humphrey Allen, Mrs. Frances Dunton Wood, Mrs. Marie Kaula Stone, Mrs. Ella Cleveland Fenderson, Mr. George W. Want, Mr. George J. Parker, Mr. Arthur B. Hitchcock, Mr. D. Marks Babcock, and to Miss Agnes Snyder, accompanist, for one concert.

To Mr. H. G. Tucker and members of the Cecilia for one concert.

To Miss Mary P. Webster, Miss Margaret Webster, Mr. George J. Parker, Mr. Julius Akeroyd, Mr. Fox and Mr. Phippen for one concert.

To Mr. and Mrs. William Brigham for one concert.

To Prof. Arlo Bates for a lecture on Chaucer.

To Mrs. Julia Ward Howe for one lecture.

To Mrs. Fred A. Flanders for one reading.

To Rev. Samuel J. Barrows, D.D., for one lecture.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends: —

To Mr. William H. Huse, Manchester, N. H., Miss S. H. Hooker, the Smithsonian Institution and the Society for Providing Evangelical Literature for the Blind.

III. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	. . .	<i>Boston, Mass.</i>
The Atlantic,	. . . . .	“ “
Boston Home Journal,	. . . . .	“ “
Youth's Companion,	. . . . .	“ “
Our Dumb Animals,	. . . . .	“ “
The Christian Register,	. . . . .	“ “
The Musical Record,	. . . . .	“ “
The Folio,	. . . . .	“ “
Littell's Living Age,	. . . . .	“ “
Zion's Herald,	. . . . .	“ “
The Missionary Herald,	. . . . .	“ “
The Well-Spring,	. . . . .	“ “
Woman's Journal,	. . . . .	“ “
The Century,	. . . . .	<i>New York, N. Y.</i>
St. Nicholas,	. . . . .	“ “ “
The Journal of Speculative Philosophy,	. . . . .	“ “ “
American Annals of the Deaf,	. . . . .	<i>Washington, D. C.</i>
The Étude,	. . . . .	<i>Philadelphia, Pa.</i>
The Silent Worker,	. . . . .	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
Church's Musical Journal,	. . . . .	<i>Cincinnati, O.</i>
The Music Review,	. . . . .	<i>Chicago, Ill.</i>
The Messenger,	. . . . .	<i>Ala. Academy for the Blind.</i>
Tablet,	. . . . .	<i>West Va. Inst. for Deaf-Mutes and Blind.</i>
The Inst. Herald,	. . . . .	<i>Florida Institute for Deaf-Mutes and Blind.</i>
The Washingtonian,	. . . . .	<i>School for the Deaf, etc., Vancouver.</i>
L' Amico dei Ciechi,	. . . . .	<i>Florence, Italy.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
for the Year ending Sept. 30, 1894.

RECEIPTS.		EXPENDITURES.	
Balance on hand Oct. 1, 1893,		Drafts for general fund,	\$82,000 00
Income from invested funds,	\$3,248 45	less unexpended balance returned, .	1,577 20
<i>General Account.</i>			\$80,422 80
State of Massachusetts,	\$30,000 00	Drafts for printing fund,	5,917 74
" Maine,	3,600 00	less unexpended balance returned, .	241 62
" New Hampshire,	1,200 00		19,531 45
" Vermont,	1,800 00	Drafts for kindergarten fund,	307 58
" Connecticut,	5,920 00	less unexpended balance returned, .	
" Rhode Island,	3,850 00		19,223 87
" Massachusetts for the blind wards of the		Paid treasurer for clerk hire,	250 00
State,	137 47	" safe rent,	30 00
for Edith Thomas,	300 00	" taxes on property in St. Paul under mortgage	1,031 44
for expenses at the Columbian Exposition,	250 00	to the institution,	
City of Cambridge, account Daniel McCarthy,	34 40	<i>Investments.</i>	
Legacy, Joseph K. Wait,	3,000 00	Bought 68 shares U. S. Hotel Co.,	10,840 50
" Mrs. Matilda B. Richardson,	300 00	" \$25,000 Fitchburg R R. bonds, 5 per cent.	
Donations,	25 00	due 1903,	25,531 25
Amounts received from M. Anagnos, Director,	4,843 44	Lent on mortgage,	23,000 00
		" mortgage on property in St. Paul,	1,666 31
<i>Printing Account.</i>		Balance of cash with N. E. Trust Co.,	61,038 06
Sale of books and appliances,	761 19		12,181 10
<i>Kindergarten Account.</i>			
Donations,	17,897 60		

"	for new buildings,	.	.	.	.	.	2,030 00
"	from Miss Edith Rotch, in memory of						
	Mrs. B. S. Rotch,	.	.	.	.	.	5,000 00
Legacy from	Mrs. Richard Perkins,	.	.	.	.	.	10,000 00
"	Mrs. Elizabeth W. Gay,	.	.	.	.	.	231 19
Trustee of	Tommy Stringer for his board,	.	.	.	.	.	700 00
From his relatives,	.	.	.	.	.	.	50 00
"	Mrs. Jacobson for her son,	.	.	.	.	.	100 00
"	Mrs. Dolan for her daughter,	.	.	.	.	.	24 00
"	E. R. Brown for his son,	.	.	.	.	.	33 33
"	city of Boston for James Lester,	.	.	.	.	.	31 20
"	rent of gymnasium,	.	.	.	.	.	40 00
"	insurance on account of fire,	.	.	.	.	.	262 00
"	rents, Jamaica Plain,	.	.	.	.	.	862 32
"	State of Maine,	.	.	.	.	.	1,425 00
"	" New Hampshire,	.	.	.	.	.	1,425 00
"	" Vermont,	.	.	.	.	.	300 00
"	" Connecticut,	.	.	.	.	.	3,480 94
"	" Rhode Island,	.	.	.	.	.	1,500 00
<i>Investments.</i>							45,392 58
From loan on demand collected,	.	.	.	.	.	.	35,000 00
							\$179,853 39

\$179,853 39

Examined and found correct.

GEO. L. LOVETT, Auditor.

" " "	Eastern R.R.,	60 00	Kindergarten Account.	Maintenance,	18,144 08	
	Atchison, Topeka & Santa Fé,	68 75		Expenses on houses let,	321 53	
	Fitchburg R.R.,	520 84		Bills to be refunded,	137 54	
" " "	dividends, Boston & Providence R.R.,	300 00	Printing Account.	Loss by theft assumed by the institution by vote of the trustees,	620 72	19,223 87
	Chicago, Burlington & Quincy R.R.,	500 00		Expenses of office and library,	.	5,676 12
	Fitchburg R.R.,	210 00		Investments.	.	
" " "	Boston & Maine R.R.,	186 00	Bought 88 shares United States Hotel Co.,		10,840 50	
" " "	Boston & Albany R.R.,	1,184 00	" 25 Fitchburg R.R. 5 per cent. Bonds,		25,531 25	
" " "	United States Hotel Co.,	204 00	Lent on mortgage,		23,000 00	
" " "	rents, 412-416 Fifth street,	1,005 00	Second mortgage on St. Paul property,		1,666 31	61,038 06
" " "	424-428 " " "	1,351 00	Balance on hand October 1, 1894,		.	12,181 10
" " "	537 " " "	450 00			.	
" " "	541, 543 " " "	980 00			.	
" " "	557, 559 " " "	1,539 67			.	
" " "	583-589 " " "	2,272 50			.	
" " "	99, 101 H " " "	444 00			.	
" " "	11 Oxford " " "	603 00			.	
" " "	8, 10 Hayward place,	4,000 00			.	
" " "	250, 252 Purchase street,	4,299 96			.	
" " "	172-178 Congress street,	5,700 00			.	
" " "	205, 207 " " "	3,061 66			.	
" " "	work department men's shop,	.			.	
" " "	rents, Jamaica Plain,	.			.	
" " "	sale of books, account of printing,	.			.	
II. Receipts, exclusive of Income.						
General Account.						
Donations,	.	25,706 79				
	.	1,582 86				
	.	862 32				
	.	761 19				
	.	102,859 15				
	.	25 00				
Donations, Kindergarten Account.						
Miss Edith Rotch in memory of Mrs. B. S. Rotch,	.	5,000 00				
Endowment fund,	.	11,512 80				
annual subscriptions through Ladies' Auxiliary,	.	5,631 50				
contributions for current expenses,	.	753 30				
" for new buildings,	.	2,030 00				
	.	24,927 60				
Amounts carried forward,	.	127,811 75				\$179,853 39

GENERAL STATEMENT OF RECEIPTS, ETC. — Concluded.

<i>Amounts brought forward, . . . . .</i>	.	.	.	.	.	\$127,811 75			\$179,853 39
<i>LEGACIES.</i>									
<i>General Account.</i>									
Joseph K. Wait, . . . . .	.	.	.	.	.	3,000 00			
Mrs. Matilda B. Richardson, . . . . .	.	.	.	.	.	300 00			
							3,300 00		
<i>Kindergarten Account.</i>									
Mrs. Richard Perkins, . . . . .	.	.	.	.	.	10,000 00			
Mrs. Elizabeth W. Gay, . . . . .	.	.	.	.	.	231 19			
							10,231 19		
Insurance for loss by fire, . . . . .	.	.	.	.	.	.	262 00		
Collected on loan, . . . . .	.	.	.	.	.	.	35,000 00		
Cash on hand October 1, 1893, . . . . .	.	.	.	.	.	.	3,248 45		
								\$179,853 39	\$179,853 39

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 33,982 pounds,	\$3,139 36
Fish, 3,818 pounds,	280 21
Butter, 6,078 pounds,	1,648 82
Bread, flour, meal, etc.,	1,248 86
Potatoes and other vegetables,	1,084 18
Fruit, fresh and dried,	566 72
Milk, 32,923 quarts,	1,679 45
Sugar, 9,039 pounds,	468 51
Tea and coffee, 913 pounds,	326 35
Groceries,	1,318 01
Gas and oil,	439 63
Coal and wood,	2,841 78
Sundry articles of consumption,	495 23
Wages, domestic service,	6,602 45
Salaries, superintendence and instruction,	24,701 12
Medicines and medical aid,	28 60
Furniture and bedding,	1,410 03
Clothing and mending,	9 08
Expenses of stable,	173 77
Musical instruments,	1,583 83
Books, stationery, school apparatus, etc.,	1,570 08
Construction and repairs,	2,938 15
Taxes and insurance,	2,120 39
Travelling expenses,	82 31
Sundries,	185 33
	<hr/> \$56,942 25

WORK DEPARTMENT, OCT. 1, 1894.

STATEMENT.

Amount due Perkins Institution from first date, .	\$45,490	41
Excess of expenditures over receipts,	995	13
	<hr/>	
	\$46,485	54
	<hr/>	
Salaries and wages paid blind people, .	\$4,127	65
Salaries and wages paid seeing people, .	3,938	95
Amount paid for rent, repairs, stock		
and sundries,	9,663	96
	<hr/>	
	\$17,730	56
Cash received during the year,	16,735	43
	<hr/>	
		\$995 13
Stock on hand Oct. 1, 1894, \$3,088	67	
Receivable bills Oct. 1, 1894, 3,112	44	
	<hr/>	
	\$6,201	11
Stock on hand Oct. 1, 1893,	6,172	35
	<hr/>	
		28 76
	<hr/>	
Loss,	\$966	37

KINDERGARTEN DEPARTMENT, STATEMENT OCT. 1, 1894.

RECEIPTS.		EXPENDITURES.	
For board and tuition, State of Maine, . . .	\$1,425 00	Maintenance,	\$18,144 08
“ “ “ New Hampshire, . . .	1,425 00	Expense on houses let,	321 53
“ “ “ Vermont,	300 00	Bills to be refunded,	137 54
“ “ “ Connecticut,	3,480 94	Loss by theft,	620 72
“ “ “ Rhode Island,	1,500 00	Invested,	32,000 00
“ “ “ for Thomas Stringer,	700 00		\$51,223 87
“ “ “ Guy Jacobson,	100 00	Cash on hand,	6,985 83
“ clothing for Thomas Stringer,	50 00		
“ sundries from towns and individuals,	128 53		
From rents, Jamaica Plain,	\$9,109 47		
“ insurance for loss by fire,	862 32		
Donations, Miss Edith Rotch in memory of Mrs. B. S. Rotch,	262 00		
“ endowment fund,	5,000 00		
“ annual subscriptions through Ladies' Auxiliary,	11,512 80		
“ contributions for current expenses,	5,631 50		
“ for new buildings,	753 30		
	2,030 00		
Legacies, Mrs. Richard Perkins,	24,927 60		
“ Mrs. Elizabeth W. Gay,	10,000 00		
	231 19		
Income from invested funds,	10,231 19		
Cash on hand Oct. 1, 1893,	9,784 06		
	3,033 06		
	\$58,209 70		

PRINTING DEPARTMENT, STATEMENT OCT. 1, 1894.

RECEIPTS.		EXPENDITURES.	
Income from invested funds,	\$0,620 28	Labor,	\$2,296 05
Sale of books and appliances,	761 19	Stock,	105 69
		Machinery,	215 31
		Type,	167 35
		Electrotyping,	833 14
		Binding,	943 85
		Books,	1,077 66
		Express, freight, etc.,	37 07
		Balance,	\$5,676 12
			1,705 35
			\$7,381 47

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1894.

<i>Real Estate yielding Income.</i>		
Building 8 and 10 Hayward place, . . .	\$51,000 00	
Building 250 and 252 Purchase street, . .	44,000 00	
Building 172 and 178 Congress street, . .	77,000 00	
Building 205 and 207 Congress street, . .	59,000 00	
House 11 Oxford street,	8,000 00	
Houses 412, 414, 416 Fifth street, . . .	9,300 00	
House 424 Fifth street,	3,700 00	
Houses 426, 428 Fifth street,	11,600 00	
House 537 Fourth street,	4,500 00	
Houses 541, 543 Fourth street,	9,000 00	
Houses 557, 559 Fourth street,	15,100 00	
Houses 583, 585, 587, 589 Fourth street, .	19,900 00	
House 99 and 101 H street,	3,500 00	
		\$315,600 00
<i>Real Estate used by the Institution.</i>		
Real estate Broadway and Fourth street, .	\$288,378 00	
House 418 Fifth street,	3,100 00	
House 422 Fifth street,	3,700 00	
		\$295,178 00
<i>Real Estate used for School Purposes.</i>		
Jamaica Plain,		140,634 00
Unimproved land South Boston,		11,525 00
Mortgage notes,		170,666 31
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value,	5,790 00	
Fitchburg R.R., preferred, 70 shares, value,	6,222 20	
Chicago, Burlington & Quincy R.R., 100 shares, value,	13,708 04	
Boston & Maine R.R., 31 shares, value, . .	3,938 96	
Boston & Albany R.R., 148 shares, value, .	29,933 00	
		59,592 20
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value,	1,270 00	
Boston & Lowell R.R., one 5% bond, value,	1,000 00	
Chicago, Burlington & Quincy R.R., 27 4s, value,	26,190 00	
Chicago, Burlington & Northern R.R., 14 5s, value,	14,416 88	
<i>Amounts carried forward,</i>	\$42,876 88	\$993,195 51

<i>Amounts brought forward,</i>	\$42,876 88	\$993,195 51
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value,	6,375 00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, value,	8,800 00	
Kansas City, Clinton & Springfield R.R., 3 5s, value,	3,051 25	
Atchison, Topeka & Santa Fé R.R., 13 4s, value,	11,470 50	
Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage, value,	3,850 00	
Fitchburg R.R., 25 5s, value,	25,531 25	
		101,954 88
60 shares United States Hotel Co.,		10,840 50
Cash,		12,181 10
Household furniture, South Boston,	17,000 00	
Household furniture, Jamaica Plain,	10,000 00	
		27,000 00
Provisions and supplies, South Boston,	691 43	
Provisions and supplies, Jamaica Plain,	250 00	
		941 43
Coal, South Boston,	2,231 00	
Coal, Jamaica Plain,	1,363 75	
		3,594 75
<i>Work Department.</i>		
Stock,	3,088 67	
Receivable bills,	3,112 44	
		6,201 11
<i>Musical Department.</i>		
One large organ,	4,000 00	
Four small organs,	200 00	
Fifty-nine pianos,	10,900 00	
Band instruments,	600 00	
Violins,	35 00	
Musical library,	1,075 00	
		16,810 00
<i>Printing Department.</i>		
Stock and machinery,	3,697 00	
Books,	18,116 00	
Electrotype plates,	18,949 00	
		40,762 00
School furniture and apparatus,		9,000 00
Library of books in common print,	4,427 00	
Library of books in embossed print,	15,474 00	
		19,901 00
Boys' shop,		397 55
Stable and tools,		708 00
		\$1,243,487 83

The foregoing property represents the following funds and balances, and is answerable for the same: —

INSTITUTION FUNDS.		
General fund of the institution,	\$115,439 72	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
Charlotte B. Richardson legacy,	40,507 00	
John N. Dix legacy,	10,000 00	
Joseph Scholfield legacy,	2,500 00	
Mrs. Eleanor J. W. Baker legacy,	2,500 00	
T. O. H. P. Burnham legacy,	5,000 00	
Joseph K. Wait legacy,	3,000 00	
Mrs. Matilda B. Richardson legacy,	300 00	
		\$279,246 72
Cash in the treasury,		5,195 27
PRINTING FUND.		
Capital,	\$108,500 00	
Surplus for building purposes,	36,907 17	
		145,407 17
KINDERGARTEN FUNDS.		
Helen C. Bradlee fund,	\$40,000 00	
Mrs. Geo. W. Wales fund,	10,000 00	
Mrs. Warren B. Potter fund,	25,000 00	
Sidney Bartlett legacy,	10,000 00	
George Downs legacy,	3,000 00	
Mary Williams legacy,	5,000 00	
Elisha T. Loring legacy,	5,000 00	
Ellen M. Gifford legacy,	5,000 00	
Joseph Scholfield legacy,	3,000 00	
Mrs. Eleanor J. W. Baker legacy,	2,500 00	
Mrs. Lucy A. Dwight legacy,	4,000 00	
Royal W. Turner legacy,	3,000 00	
Mrs. Eliza B. Seymour legacy,	5,000 00	
Mrs. Elizabeth W. Gay legacy,	7,931 00	
Mary H. Watson,	100 00	
Miss Sarah Bradford,	100 00	
Miss Rebecca Salisbury,	200 00	
Mrs. Benjamin S. Rotch fund,	5,000 00	
Mrs. Richard Perkins legacy,	10,000 00	
Funds from other donations,	90,169 00	
		234,000 00
Cash in the treasury,		6,985 83
Buildings, unimproved real estate, and personal property in use of the institu- tion, South Boston,		420,405 09
Land, buildings and personal property in use of the kindergarten, Jamaica Plain,		152,247 75
		\$1,243,487 83
Whole amount of property belonging to the kindergarten,		\$393,233 58
Whole amount of property belonging to the institution proper,		850,254 25
		\$1,243,487 83

FINANCIAL STATEMENT OF THE KINDERGARTEN.

FOR THE YEAR ENDING SEPT. 30, 1894.

RECEIPTS.

Donations —

Mrs. Benjamin S. Rotch fund, . \$5,000 00

Legacies —

Mrs. Richard Perkins, \$10,000 00

Mrs. Elizabeth W. Gay,

additional, . . . 231 19 10,231 19

\$15,231 19

Endowment fund, . . . 11,512 80

Annual subscriptions through Ladies'

Auxiliary Aid Society, . . . \$5,631 50

Contributions, . . . 753 30

Total for current expenses,

 6,384 80

Donations for new building, . . . 2,030 00

Board and tuition, . . . 9,109 47

Rents, . . . 862 32

Income from investments, . . . 9,784 06

Insurance for loss by fire, . . . 262 00

Cash on hand Oct. 1, 1893, . . . 3,033 06

\$58,209 70

EXPENSES.

Maintenance, . . . \$18,144 08

Expenses on houses let, . . . 321 53

Bills to be refunded, . . . 137 54

Loss by theft, . . . 620 72

Invested, . . . 32,000 00

51,223 87

Balance Oct. 1, 1894, . . . \$6,985 83

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	\$40,000 00
Mrs. Warren B. Potter fund,	25,000 00
Mrs. George W. Wales fund,	10,000 00
Mrs. Benjamin S. Rotch fund,	5,000 00
Legacies —	
Sidney Bartlett,	10,000 00
George Edward Downs,	3,000 00
Mary Williams,	5,000 00
Elisha T. Loring,	5,000 00
Ellen M. Gifford,	5,000 00
Joseph Scholfield,	3,000 00
Royal W. Turner,	3,000 00
Mrs. Lucy A. Dwight,	4,000 00
Mrs. Eleanor J. W. Baker,	2,500 00
Mrs. Elizabeth W. Gay,	7,931 00
Mrs. Eliza B. Seymour,	5,000 00
Miss Rebecca Salisbury,	200 00
Miss Sarah Bradford,	100 00
Mary H. Watson,	100 00
Mrs. Richard Perkins,	10,000 00
Funds from other donations,	90,169 00
	<hr/>
	\$234,000 00
Cash in treasury,	6,985 83
Land, buildings and personal property in use of the kindergarten at Jamaica Plain,	152,247 75
	<hr/>
Total amount of property belonging to the kindergarten,	\$393,233 58

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Sept. 30, 1893, to Oct. 1, 1894.

A friend,	\$500 00
A friend,	5 00
A friend,	1 00
A friend in Allston,	15 00
A friend in Allston,	2 00
A friend, Westminster,	6 00
A Kindergartner,	2 00
An Easter gift from one who loves the sightless little ones,	500 00
Anderson, Albert and J. M.,	10 00
Andrews, Miss P. N.,	5 00
Appleton, Mrs. William,	1,000 00
Balfour, Miss Mary D.,	10 00
Barnard, James Monson,	100 00
Baylies, Miss M. W., Taunton,	10 00
B., Miss C., Bridgewater, England,	4 80
Beebe, Mrs. J. Arthur,	500 00
Belmont Congregational Unitarian Society, through Rev. Hilary Bygrave,	10 00
Billings, Mrs. Elizabeth and Mrs. A. T. Upham, Canton,	5 00
B., R.,	10 00
Brackett, Miss Nancy, Quincy,	50 00
<i>Amount carried forward,</i>	<i>\$2,745 80</i>

<i>Amount brought forward,</i>	\$2,745 80
Bradley, Mrs. R. M.,	10 00
Breck, Miss Alice C., Milton, proceeds of operetta,	52 00
Brett, Mrs. Anna K., Avon,	5 00
Brewster, William,	5 00
Brigham, Miss Margaret, North Grafton,	5 00
Brooks, Shepherd,	400 00
Brown, E. R., Dover, N. H.,	41 67
Brown, Miss H. Louisa,	5 00
Butterfield, Mrs. A. W.,	1 00
Cabot, Mrs. Francis,	10 00
Caryl, Mrs., Chicago,	2 00
C., E. D.,	3 00
Chapin, Mrs. A. M.,	5 00
Chapman, Miss,	1 00
Chapman, Miss Annie B.,	2 00
Chase, Mrs. Charles G., Brookline,	50 00
Children of the Bridgewater Normal School	
Kindergarten,	7 00
Children of Misses Seeger and Davenport's School,	
Jamaica Plain,	50 00
Children of Mrs. Sweetser's Kindergarten, Newton,	6 00
C., Mrs. J. F.,	10 00
Clapp, Mary L.,	2 00
Collinson, Arthur, West Somerville,	50
Concert under the auspices of Miss Ethelle J. Reed	
and Miss Gertrude Walker,	257 25
Cook, Mrs. Charles T., Detroit, Michigan,	25 00
Corbin, Mrs.,	25 00
Cordner, Miss,	5 00
Coulter, Mrs. J. T.,	1 00
Crocker, Mrs. N. H., Brookline, one-half proceeds	
of entertainment,	50 00
<i>Amount carried forward,</i>	\$3,782 22

<i>Amount brought forward,</i>	.	.	.	.	\$3,782 22
Cunningham, Mrs. F.,	.	.	.	.	10 00
Cushing, Miss Susan T.,	.	.	.	.	5 00
Dabney, Mrs. Roxana L.,	.	.	.	.	3 00
Dehon, Miss Cornelia,	.	.	.	.	50 00
D., E. S.,	.	.	.	.	100 00
Dinzey, Miss Caroline L.,	.	.	.	.	1 00
Ditson, Mrs. Oliver,	.	.	.	.	100 00
Dow, Miss Jane F.,	.	.	.	.	25 00
Easter offertory, Trinity Church,	.	.	.	.	10 00
Eliot, Dr. Samuel,	.	.	.	.	100 00
Ellis, George H.,	.	.	.	.	100 00
Fairbanks, Miss C. L.,	.	.	.	.	10 00
Faulkner, Mrs. Charles,	.	.	.	.	500 00
Faulkner, Miss Fanny M.,	.	.	.	.	500 00
Fay, Miss Sarah M.,	.	.	.	.	1,005 00
Field, Mrs. E. E. V.,	.	.	.	.	20 00
First Primary Club of the Kindergarten for the Blind, Charles Amadon, Wilbur Dodge, George Lawton, Bernard Levin, Antonio Martello, Francis Rochford, Owen Simpson, Fred V. Walsh, and Leon Younge,	.	.	.	.	5 00
Friend G. S. H. in memory of Charles W. Faulkner,	.	.	.	.	100 00
Friend M. R. H.,	.	.	.	.	1 00
G., A. D.,	.	.	.	.	10 00
Glover, Miss C. L.,	.	.	.	.	25 00
Goddard, A. W., Brookline,	.	.	.	.	5 00
Goldthwaite, John,	.	.	.	.	25 00
Goodhue, George O., Danville, P. Q.,	.	.	.	.	15 00
Gooding, Rev. Alfred, Portsmouth, N. H.,	.	.	.	.	10 00
Grew, Mrs. Henry S.,	.	.	.	.	10 00
Gross., W. Y.,	.	.	.	.	4 00
<i>Amount carried forward,</i>	.	.	.	.	\$6,531 22

<i>Amount brought forward,</i>					\$6,531 22
Gymnastic Class, Fauntleroy Hall,					31 00
H., C.,					2 00
Hersey, Charles H.,					15 00
Hollis, Mrs. S. J., Lynn,					25 00
Hubbard, Mrs. C. W.,					10 00
Infant Class in Union Church, Weymouth,					22 00
Jackson, Dr. J. A., Manchester, N. H.,					25 00
Jenks, Miss Caroline E.,					5 00
Kendall, Miss H. W.,					50 00
Kent, Mrs. Helena M.,					100 00
Kent, Mrs. Rebecca,					10 00
Kindergarten, Gore street, East Cambridge,					
through Mrs. Berthold,					8 25
Kindergarten, Miss H.'s, Wakefield,					1 00
Knapp, George B.,					25 00
Lamb, Mrs. George, Cambridge,					5 00
Lang, Mrs. B. J.,					10 00
Lang, Miss E. F.,					5 00
Leadbeater, Misses F. E. and M. G.,					4 00
Learned, Miss Mollie, New London, Conn.,					5 00
Lyman, Mrs. George H.,					10 00
Mack, Thomas,					25 00
Mair, Mrs. Charlotte T.,					1 00
Manning, Mrs. M. W., Brooklyn, N. Y.,					100 00
Mason, Miss Ida M.,					1,000 00
Matthews, Mrs. Annie B.,					1,000 00
Matthews, Miss Nanna B.,					10 00
Matthews, Miss Alice,					10 00
Meyer, Mrs. George von L.,					100 00
Minot, Dr. Francis,					10 00
Montgomery, William,					10 00
Morison, Mrs. Frank,					25 00
<i>Amount carried forward,</i>					\$9,190 47

<i>Amount brought forward,</i>	\$9,190 47
Morse, Mrs. Leopold,	100 00
Motley, Mrs. E. Preble,	25 00
Moulton, Miss M. C.,	25 00
Newell, Mrs. M. Abbie, in loving remembrance of A. H. N.,	50 00
Nevous, Mrs. Alta H.,	1 00
Nichols, J. Howard,	25 00
Parkman, Miss Eliza S.,	10 00
Peabody, F. H.,	75 00
Peabody, The Misses, Cambridge,	50 00
Phipps, Mrs. John A.,	25 00
Pierson, Lena, West Somerville,	1 00
P. K.,	200 00
Pollard, M. S. P., Brookline,	50 00
Powars, Miss Mary A.,	25 00
Primary department of Day street Sunday-school, West Somerville,	5 00
Primary department of Highland Sunday-school,	3 50
Primary department of Moreland street Congre- gational Sunday-school,	5 00
Proceeds of entertainments February 22 by pupils of Perkins Institution,	120 26
Proceeds of fair held by Mrs. Laura E. Richards, Gardiner, Maine,	285 00
Richardson, Mrs. L. H., New York,	25 00
Rogers, Mrs. Anne B., Chicago,	5 00
Ross, Miss Charlotte, West Newton,	1 00
Rust, Mrs. W. A.,	10 00
S.,	10 00
Sabine, Miss Catherine,	5 00
Sargent, Mrs. F. W.,	10 00
Sears, Mrs. F. R., Jr.,	25 00
<i>Amount carried forward,</i>	<u>\$10,362 23</u>

<i>Amount brought forward,</i>	\$10,362 23
Sears, Mrs. K. W.,	25 00
Shepard, Mrs. Emily E., Brookline,	10 00
Shepard Sunday-school, Cambridge,	25 13
Slocum, Mrs. W. H., Jamaica Plain,	100 00
Sohier, Miss E. D.,	25 00
Sohier, Miss Emily L.,	25 00
Spaulding, Mrs. Edward,	6 00
Standish, Mrs. Adelaide,	50 00
Stearns, R. H. & Co.,	25 00
Stevens, Miss C. Augusta, New York,	50 00
Stockham, Dr. Alice,	5 00
Sunday-school of First Church, Boston,	91 46
Sunday-school of First Congregational Church, Great Barrington,	12 48
Thayer, B. T.,	10 00
The Bonbonniere and the girls of Dana Hall, Wellesley,	51 50
Thorndike, Mrs. J. H.,	100 00
Three friends,	6 00
Three friends in Worcester,	3 00
Through Mrs. Martha Bryant Cary,	33 00
Through Mrs. John Chipman Gray,	10 00
Tilden, Miss Elsie,	25 00
Tuttle, Mrs. J. C., New York,	2 00
Umbstaetter, Mrs. Nelly L.,	5 00
Union Kindergarten, Brookline,	3 00
Unitarian Church, New Bedford, through Rev. P. R. Frothingham,	50 00
Upham, Miss Susan,	50 00
Vose, Miss C. C.,	10 00
Wales, George W.,	100 00
Ware, Miss Annie S.,	5 00
<i>Amount carried forward,</i>	\$11,275 80

<i>Amount brought forward,</i>	.	.	.	.	\$11,275 80
Washburn, Rev. Alfred F.,	.	.	.	.	20 00
Watson, Tommy, Helen, Ralph and Esther, Weymouth,	.	.	.	.	5 82
Watson, Mr. and Mrs. Thomas, Weymouth,	.	.	.	.	44 18
Weld, Otis E.,	.	.	.	.	100 00
Whitehead, Miss Mary,	.	.	.	.	5 00
Whitney, Edward,	.	.	.	.	10 00
Whitney, Miss E. P., West Newton, in the name of Helen Keller,	.	.	.	.	5 00
Wildes, Miss Marjorie, Ipswich,	.	.	.	.	1 00
Williams, Mrs. Annie O.,	.	.	.	.	5 00
Wilson, Rev. C. Howard,	.	.	.	.	1 00
Winslow, Mrs. William C.,	10 00
Young People's Club of the Unitarian Church, Jamaica Plain,	40 00
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					\$11,522 80

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary

Aid Society, Miss Olga E. Gardner, treasurer, .	\$4,780 50
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer,	515 00
Dorchester Branch, through Mrs. Charles V. Whitten, treasurer,	94 00
Dorchester Branch No. 2, through Mrs. C. A. Sayward, treasurer,	27 00
Milton Branch, through Mrs. William Wood, treasurer,	115 00
Wellesley Branch, through Mrs. E. T. Ingraham, treasurer,	33 00
Worcester Branch, through Mrs. John E. Day, treasurer,	100 00
Ladies of Gardiner, Maine, through Mrs. Laura E. Richards,	9 00
Ladies of Lynn, through Mrs. Lucy B. Haven, .	60 00
Baker, Mrs. Richard, annual,	50 00
Clarke, Mrs. James Freeman, annual,	5 00
Coolidge, Mrs. John T., annual,	10 00
Coolidge, Mrs. T. Jefferson, Jr.,	25 00
D., L. W. and M. M. D., annual,	50 00
Donations at the Kindergarten reception, through Mrs. Thomas Mack,	68 80
Iasigi, Miss Mary V., annual,	15 00
Jackson, Mrs. E. S.,	2 00
Jackson, Mrs. J. B. S., annual,	50 00
Loud, Mrs. Sarah P., annual,	10 00
"Our little Amy and Edward,"	5 00
<i>Amount carried forward,</i>	<i>\$6,024 30</i>

<i>Amount brought forward,</i>	.	.	.	.	\$6,024 30
Phillips, Mrs. John C.,	.	.	.	.	200 00
R., Miss,	.	.	.	.	50
Rogers, Miss,	.	.	.	.	2 00
Sargent, Mrs. Winthrop,	.	.	.	.	100 00
St. Agnes Guild, Melrose, through Mrs. H. A. Bush,					
annual,	.	.	.	.	5 00
Swinerton, Miss Lenna D., annual,	.	.	.	.	3 00
Thorndike, Mrs. J. H., annual,	.	.	.	.	10 00
Warren, Mrs. J. Sullivan, annual,	20 00
White, Mrs. Eliza O., Brookline,	10 00
Whitehead, Miss Mary, annual,	10 00
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					\$6,384 80

FOR THE NEW BUILDING.

Lend a Hand Club, Church of the Unity, Worcester,	\$5 00
Motley, Mrs. Ellen R.,	25 00
Saltonstall, Henry,	1,000 00
Wolcott, Mrs. J. Huntington,	1,000 00
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\$2,030 00	

The trustees earnestly appeal to the public for further contributions to the amount of \$16,475, which is still lacking to complete the building fund.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer.*

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

A friend,	\$200 00
A friend,	1 50
A friend, A. K.,	1 00
“Aunt Madeleine,” Eleanor Acheson, Jennie Allison, Mary A. Dougan, Mary B. Harding and Harriette B. Reed, Washington, Penn., through Miss Madeleine Le Moyne,	20 00
Bowman, Dexter D.,	5 00
Brooks, Bishop, in memory of,	5 00
Brown, Mrs. J. Conklin, Greensboro’, Ga.,	10 00
Brown, Rev. J. G., D.D.,	5 00
Brown, Warner, Greensboro’, Ga.,	1 00
Child in St. Paul, Minn., through Miss Lucy Wheelock,	1 00
Children of the Florence Kindergarten, through Miss Frances H. Look,	12 50
Children of Miss A. L. Partridge’s Kindergarten, Augusta, Maine,	21 00
Children of the Pierce Kindergarten, Brookline, through Miss Annie B. Winchester,	4 25
“Clover Leaf Club,” — Lillian I. Bates, Norma Eaton, Fannie Edmands, Olive Lincoln, Maud Northrop, Cora Patrick and Hester Westcott, Hopedale,	28 25
Coöperative Kindergarten, Bangor, Maine,	1 13
Elder, Miss E. C., Buffalo, N. Y.,	1 00
Endicott, Mrs. William, 3d,	5 00
<i>Amount carried forward,</i>	\$322 63

<i>Amount brought forward,</i>		\$322 63
Episcopal Sunday-school, Beachmont,		75
Everett, Miss Emily M., Cleveland, Ohio,		25 00
Farrar, Edwin,		1 00
Fay, Miss Sarah M., annual,		25 00
Galaudette Society,		3 34
Glover, Miss Caroline L.,		10 00
G., J. B.,		10 00
Goodhue, George O., Danville, Canada,		5 00
Herbert street Kindergarten, through Miss Esther		
M. Sheldon, Salem,		6 00
Hitchcock, Mrs. R. S.,		2 00
Hitchcock, Miss S. G.,		2 00
Hudson, Miss Mary,		1 00
Junior department Park avenue Congregational		
Sunday-school, through Mrs. W. M. Bristol,		
Minneapolis, Minn.,		5 00
Ladies Auxiliary Society of the Kindergarten,		10 00
Lend a Hand Club, through Miss Emily Stephan,		
Cleveland, Ohio,		10 00
Matthews, Mrs. Annie B.,		50 00
M., A. J.,		1 00
Maxcy, Josiah S.,		10 00
Peyraud, Mademoiselle Rosalie J., annual,		1 00
Pickman, Mrs. D. L., annual (covering three		
years),		30 00
Primary class of the Second Church Sunday-school,		
Boston, Carl Wetherell, Dora Gleason, Cora		
Annable, Julia Woods, Lydia Hyde, Katherine		
Dorr, Caroline and Marian Gay, Theoda Bush,		
Richard and Helen Grozier, Frances Owen,		
Ralph Pope, Inez and Doris Patterson, and		
Mildred Bond, through Miss Kate L. Brown,		27 00
<i>Amount carried forward,</i>		\$557 72

<i>Amount brought forward,</i>	\$557 72
Primary class of the Walnut avenue Church Sunday-school, Roxbury,	5 00
Primary department of the Washington street Baptist Sunday-school, Lynn,	3 00
Ralli, Julia, Pandià, Ione and Lois, New York City,	12 50
Richardson, W., Brooklyn, N. Y.,	10 00
Rodocanachi, J. M.,	10 00
Rotch, Miss Edith,	25 00
Stevens, Miss L. R.,	7 00
Sunday-school class of the South Congregational Church, Concord, N. H.,	10 00
Swan, Mrs. Robert,	10 00
Union Sunday-school of Harmon, Ill., through Silas Ackert, Sup't.,	5 00
Union Sunday-school of Beachmont, through Mrs. Fannie Waite,	3 00
Unitarian Sunday-school of Beachmont, through Mrs. Fannie Waite,	50
Wales, George W.,	25 00
Whitney, Miss E. P.,	2 00
Young, Mrs. B. L.,	10 00
Young, Miss Lucy F. Groton, annual,	1 00
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	\$696 72

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

A friend,	1 00
A friend,	1 00
A friend,	1 00
A friend,	2 00
A friend, Brookline,	1 00
Anonymous,	1 00
Anonymous,	1 00
Bartlett, Miss Fannie,	30 00
Batcheller, Mrs. A. H.,	3 00
Baylies, Mrs. Walter,	10 00
Bigelow, Mrs. Prescott,	10 00
Bowditch, Mr. William I.,	10 00
Bradley, Mrs. Richards,	4 00
Breed, Mrs. F. M., Lynn,	5 00
Browné, Miss H. T.,	10 00
Burkhardt, Mrs. Sophie M., Brookline,	25 00
Cary, Miss E. G.,	20 00
Cary, Mrs. Richard,	1 00
Cary, Miss,	1 00
Cheever, Dr. David W.,	5 00
Clark, Mrs. S., Brookline,	10 00
Clarke, Mrs. Henry, Worcester,	50 00
Codman, Mrs. C. R.,	5 00
Converse, Mrs. C. C.,	4 00
Cowing, Miss Anne G., Jamaica Plain,	10 00
Crafts, Mrs. James M.,	25 00
Curtis, Miss Clara,	1 00
Curtis, Mr. Lawrence,	5 00

Amount carried forward, \$252 00

<i>Amount brought forward,</i>	\$252 00
Drew, Mrs. E. C.,	10 00
Edwards, Miss Agnes E. H., Longwood,	1 00
Eliot, Lydia, Mary and Samuel, Brookline,	8 00
Farnam, Mrs. Henry, New Haven, Conn.,	20 00
Fay, Mrs. Harrison, Brookline,	2 00
Fessenden, Mrs. S. H.,	2 00
Foster, Mrs. Charles O., Brookline,	5 00
French, Mr. Jonathan,	50 00
Friends through Mrs. Swan,	7 00
Glover, Mr. Joseph B.,	100 00
Glover, Miss,	25 00
Goddard, Mr. A. W., Brookline,	10 00
Hooper, Mrs. F. F.,	5 00
Hopkins, Mr. C. A., Brookline,	50 00
Jones, Mrs. B. M.,	3 00
Kidder, Mrs. Henry P., Milton,	5 00
Lincoln, Mr. A. L., Jr., Longwood,	5 00
Loring, The Misses,	20 00
Loring, Mrs. W. C.,	25 00
Lothrop, Mrs. Thornton K.,	10 00
Lowell, Miss Anna C., Roxbury,	100 00
Lowell, Miss Georgina,	2 00
Lowell, Mrs. George G.,	25 00
Manning, Mr. J. P., Roxbury,	5 00
McCleary, Mr. S. F., Brookline,	1 00
Morss, Mr. Anthony S., Charlestown,	5 00
Osgood, Mr. John Felt, Salem,	50 00
Peabody, Mr. F. H.,	40 00
Pickman, Mrs. Dudley L.,	25 00
Reed, Mrs. William H.,	10 00
Richards, Miss C. A.,	5 00
Robeson, Mrs. William R.,	50 00
<i>Amount carried forward,</i>	\$933 00

<i>Amount brought forward,</i>	.	.	.	.	\$933 00
Rogers, Mrs. William B.,	.	.	.	.	7 00
Ross, Master Franklin H.,	.	.	.	.	10 00
Schlesinger, Mr. Bartold, Brookline,	.	.	.	.	30 00
Schwarz, Mrs. Franz H.,	.	.	.	.	1 00
Schwarz, Mrs. Louis B., Brookline,	.	.	.	.	1 00
Sears, Mrs. H. M.,	.	.	.	.	25 00
Sharp, Mr. Edward, Brookline,	.	.	.	.	5 00
Slocum, Miss Anna D., Jamaica Plain,	.	.	.	.	2 00
Sprague, Mrs. Charles F.,	.	.	.	.	15 00
Stone, Mrs. F.,	.	.	.	.	20 00
Tapley, Mrs. Anna S.,	.	.	.	.	25 00
Townsend, Mrs. J. P.,	.	.	.	.	1 00
Wardwell, Mrs. W., Brookline,	.	.	.	.	1 00
Wigglesworth, Dr. E.,	.	.	.	.	10 00
Wigglesworth, Mrs. E.,	.	.	.	.	10 00
Winsor, Mrs. H.,	.	.	.	.	5 00
Woodward, Mrs. Samuel B., Worcester,	.	.	.	.	10 00
					<hr/>
					\$1,111 00

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss OLGA E. GARDNER, *Treasurer*.

Abbott, Miss A. F.,	\$1 00
Abbott, Mrs. H. E., Brookline,	2 00
Abbott, Mrs. H. W.,	5 00
Abbott, Mrs. J.,	5 00
Abbott, Miss J. E.,	1 00
Abel, Mrs., Roxbury,	1 00
Adams, Mrs. Waldo,	5 00
Allen, Mrs. A. H.,	1 00
Allen, Mrs. C. H.,	1 00
Allen, Miss Dorothy M.,	1 00
Allen, Mrs. F. R.,	2 00
Allen, Mrs. R. L.,	1 00
Allen, Mrs. W. H.,	5 00
Ames, Rev. Charles G.,	10 00
Ames, Mrs. F. L.,	50 00
Amory, Miss A. S.,	15 00
Amory, Mrs. C. W.,	5 00
Amory, Mrs. Francis I.,	10 00
Amory, Mrs. William,	15 00
Anderson, Mrs. J. F.,	5 00
Andrews, Mr. C. H.,	5 00
Andrews, Mr. F. R.,	10 00
Armstrong, Mr. George W., Brookline,	10 00
Arnold, Mrs. Richard,	2 00
Atkins, Mrs. Elisha,	10 00
Ayer, Mrs. J. B.,	5 00
Bacon, Mrs. E. R.,	1 00
Bacon, Miss E. S., Jamaica Plain,	5 00

Amount carried forward, \$189 00

<i>Amount brought forward,</i>	.	.	.	.	\$189 00
Bacon, Mrs. F. E., Mattapoisett,	.	.	.	.	5 00
Bacon, Miss Julia, Jamaica Plain,	.	.	.	.	5 00
Bailey, Mrs. H. R., Cambridge,	.	.	.	.	2 00
Baker, Mrs. Richard, Jr.,	.	.	.	.	5 00
Bancroft, Mrs. J. C.,	.	.	.	.	5 00
Barnard, Mrs. M. C., Dorchester,	.	.	.	.	1 00
Barnes, Mrs. C. B.,	.	.	.	.	10 00
Barnes, Mrs. H. J.,	.	.	.	.	5 00
Barnes, Mrs. T. W.,	.	.	.	.	3 00
Barstow, Miss K. A.,	.	.	.	.	5 00
Bartlett, Miss Mary F.,	.	.	.	.	20 00
Bartlett, Miss M. H.,	.	.	.	.	3 00
Bartol, Rev. Cyrus A.,	.	.	.	.	10 00
Basto, Mrs. M. A., Roxbury,	.	.	.	.	3 00
Batcheller, Mrs. A. H.,	.	.	.	.	2 00
Batcheller, Mr. Robert,	.	.	.	.	2 00
Bigelow, Mrs. Alonson, Chestnut Hill,	.	.	.	.	1 00
Bigelow, Mrs. G. S.,	.	.	.	.	5 00
Bigelow, Mrs. H.,	.	.	.	.	5 00
Bigelow, Mrs. J. S.,	.	.	.	.	10 00
Bigelow, Mrs. Prescott, Chestnut Hill,	.	.	.	.	10 00
Bigelow, Mrs. Prescott, Jr., Jamaica Plain,	.	.	.	.	5 00
Billings, Mrs. J. B.,	.	.	.	.	1 00
Blacker, Mrs. Eliza F., Allston,	.	.	.	.	5 00
Blake, Mrs. G. B.,	.	.	.	.	10 00
Blake, Mrs. S. P.,	.	.	.	.	5 00
Blake, Mr. W. P.,	.	.	.	.	5 00
Blanchard, Mrs. W. G., Roxbury,	.	.	.	.	1 00
Bleakie, Mrs. J. S.,	.	.	.	.	5 00
Bliss, Mrs. William,	.	.	.	.	10 00
Boardman, Mrs. T. D.,	.	.	.	.	2 00
Boit, Mr. Robert A., Longwood,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$357 00

<i>Amount brought forward,</i>	.	.	.	.	\$357 00
Boland, Dr. E. S., South Boston,	.	.	.	.	5 00
Boody, Mr. J. H., Brookline,	.	.	.	.	5 00
Bowditch, Mrs. Arthur H.,	.	.	.	.	1 00
Bradford, Mrs. C. F.,	.	.	.	.	10 00
Bradley, Mrs. Frederic R., Brookline,	.	.	.	.	5 00
Bradley, Mrs. Richards,	.	.	.	.	1 00
Bremer, Mrs. J. L.,	.	.	.	.	5 00
Briggs, Dr. E. C.,	.	.	.	.	2 00
Brown, Mrs. Buckminster,	.	.	.	.	3 00
Brown, Mr. C. H. C., Roxbury,	.	.	.	.	5 00
Brown, Miss H. L., [Died]	.	.	.	.	2 50
Brown, Mrs. J. Conklin, Greensboro', Georgia,	.	.	.	.	2 00
Brown, Mrs. T. C., Brookline,	.	.	.	.	5 00
Browne, Mrs. Augustus, Brookline,	.	.	.	.	2 00
Browne, Miss H. T.,	.	.	.	.	10 00
Bryant, Mrs. J. D.,	.	.	.	.	2 00
Bullard, Mrs. William S.,	.	.	.	.	10 00
Bullens, Mr. George S., Newton,	.	.	.	.	1 00
Bullens, Mrs. George S., Newton,	.	.	.	.	1 00
Bumstead, Mrs. Freeman, Cambridge,	.	.	.	.	10 00
Bunker, Mr. Alfred, Roxbury,	.	.	.	.	2 00
Burgess, Mrs. S. K., Brookline,	.	.	.	.	10 00
Burkhardt, Mrs. P. W., Brookline,	.	.	.	.	10 00
Burnham, Mrs. H. D.,	.	.	.	.	5 00
Burnham, Mrs. John A.,	.	.	.	.	10 00
Burnham, Mrs. John A., Jr.,	.	.	.	.	5 00
Burr, Mrs. H. M., Chestnut Hill,	.	.	.	.	1 00
Burrage, Mrs. J. C.,	.	.	.	.	1 00
Butler, Mrs. C. L.,	.	.	.	.	2 00
Cabot, Mr. John H., Brookline,	.	.	.	.	5 00
Callender, Mr. Walter, Providence, R. I.,	.	.	.	.	10 00
Carter, Mrs. John W., West Newton,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$510 50

<i>Amount brought forward,</i>	.	.	.	.	\$510 50
Cary, Miss A. P.,	.	.	.	.	10 00
Cary, Miss E. G.,	.	.	.	.	10 00
Cary, Mrs. Richard,	.	.	.	.	1 00
Cary, Miss,	.	.	.	.	1 00
Caryl, Miss Harriet E.,	.	.	.	.	1 00
Case, Mrs. James B.,	.	.	.	.	5 00
Chapin, Mrs. H. B., Jamaica Plain,	.	.	.	.	5 00
Chase, Dr. H. L., Brookline,	.	.	.	.	1 00
Cheeney, Mrs. Arthur,	.	.	.	.	1 00
Cheever, Mr. George H., Roxbury,	.	.	.	.	2 00
Chick, Mrs. I. W.,	.	.	.	.	2 00
Choate, Mrs. C. F.,	.	.	.	.	10 00
Claflin, Mrs. W. H.,	.	.	.	.	2 00
Clapp, Mr. Charles M., Roxbury,	.	.	.	.	5 00
Clapp, Mrs. Henry A., Roxbury,	.	.	.	.	2 00
Clark, Miss S. W., Beverly,	.	.	.	.	10 00
Clark, Mrs. W. F., Roxbury,	.	.	.	.	3 00
Clarke, Mrs. B. C.,	.	.	.	.	5 00
Clarke, Mrs. F. S.,	.	.	.	.	10 00
Clarke, Mrs. Harriet E., Worcester,	.	.	.	.	5 00
Clarke, Mrs. J. F.,	.	.	.	.	5 00
Clarke, Mrs. J. J.,	.	.	.	.	2 00
Cobb, Mrs. C. K., Chestnut Hill,	.	.	.	.	1 00
Cochrane, Mrs. Alexander,	.	.	.	.	5 00
Codman, Mrs. C. R.,	.	.	.	.	5 00
Codman, Mr. Robert,	.	.	.	.	5 00
Coffin, Mr. G. R., Brookline,	.	.	.	.	2 00
Collamore, The Misses,	.	.	.	.	5 00
Collar, Mr. W. C., Roxbury,	.	.	.	.	3 00
Converse, Mrs. C. C.,	.	.	.	.	1 00
Converse, Mrs. E. S.,	.	.	.	.	5 00
Coolidge, Mrs. J. Randolph,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$650 50

<i>Amount brought forward,</i>	.	.	.	.	\$650 50
Corey, Mrs. S. E., Brookline,	.	.	.	.	10 00
Cotting, Mrs. C. E.,	.	.	.	.	5 00
Cotting, Mrs. C. U.,	.	.	.	.	5 00
Covel, Mrs. A. S.,	.	.	.	.	2 00
Cowing, Mrs. Martha W., West Roxbury,	.	.	.	.	25 00
Crafts, Mrs. James M.,	.	.	.	.	20 00
Crane, Mrs. A. M.,	.	.	.	.	5 00
Crehore, Mrs. G. C.,	.	.	.	.	5 00
Crocker, Miss L. H.,	.	.	.	.	5 00
Crosby, Miss S. T.,	.	.	.	.	1 00
Cummings, Mr. G. W., Brookline,	.	.	.	.	2 00
Curtis, Mrs. Charles P.,	.	.	.	.	20 00
Curtis, Mrs. G. A., Roxbury,	.	.	.	.	2 00
Curtis, Mrs. H. G.,	.	.	.	.	5 00
Curtis, Mrs. J. F.,	.	.	.	.	5 00
Curtiss, Miss Mary F., Roxbury,	.	.	.	.	1 00
Cushing, Miss Mary J.,	.	.	.	.	5 00
Cushing, Miss Sarah P.,	.	.	.	.	2 00
Cutter, Mrs. E. G.,	.	.	.	.	2 00
Cutter, Mrs. E. M.,	.	.	.	.	1 00
Dabney, Mrs. L. S.,	.	.	.	.	10 00
Dale, Mrs. Eben,	.	.	.	.	5 00
Dana, Mrs. Samuel B.,	.	.	.	.	10 00
Daniell, Mrs. H. W.,	.	.	.	.	5 00
Daniels, Mrs. G. F.,	.	.	.	.	1 00
Davis, Mrs. Simon,	.	.	.	.	3 00
Day, Mr. William F., Roxbury,	.	.	.	.	5 00
Dean, Mr. Charles A., Roxbury,	.	.	.	.	10 00
Denney, Mrs. A. B., Chestnut Hill,	.	.	.	.	1 00
Dennison, Mrs. E. W.,	.	.	.	.	5 00
Derby, Mrs. Hasket,	.	.	.	.	5 00
Dewey, Miss Mary G.,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$840 50

<i>Amount brought forward,</i>	.	.	.	.	\$840 50
Dexter, Mr. Arthur,	.	.	.	.	5 00
Dexter, Miss Elsie,	.	.	.	.	2 00
Dexter, Miss Rose L.,	.	.	.	.	5 00
Dillaway, Mrs. Charles K., Roxbury,	.	.	.	.	2 00
Ditson, Mrs. Oliver,	.	.	.	.	5 00
Dixon, Mrs. L. S.,	.	.	.	.	2 00
Doliber, Mrs. Thomas, Brookline,	.	.	.	.	5 00
Dorr, Miss Caroline, Roxbury,	.	.	.	.	10 00
Dowse, Mrs. Charles F.,	.	.	.	.	1 00
Draper, Mr. Charles E., Roxbury,	.	.	.	.	2 00
Draper, Dr. F. W.,	.	.	.	.	2 00
Drew, Mrs. E. C.,	.	.	.	.	1 00
Drost, Mr. C. A., Brookline,	.	.	.	.	1 00
Dunbar, Mrs. J. R., Brookline,	.	.	.	.	5 00
Dwight, Mrs. James,	.	.	.	.	1 00
Dwight, Mrs. Thomas,	.	.	.	.	1 00
Dwight, Mrs. Thomas, Jr.,	.	.	.	.	1 00
Eager, Mrs. E. H.,	.	.	.	.	5 00
Edgerly, Mrs. Charles B.,	.	.	.	.	1 00
Edmands, Mr. H. H. W., Roxbury,	.	.	.	.	2 00
Edmands, Mrs. M. G., Brookline,	.	.	.	.	1 00
Edmond, Mr. E. H., Brookline,	.	.	.	.	1 00
Edmond, Mrs. E. H., Brookline,	.	.	.	.	2 00
Edwards, Mrs. George H.,	.	.	.	.	1 00
Edwards, Mr. J. C., Brookline,	.	.	.	.	5 00
Eichberg, Mrs. J.,	.	.	.	.	2 00
Eliot, Mrs. Amory, Brookline,	.	.	.	.	2 00
Elms, Mrs. Edward C., Newton,	.	.	.	.	1 00
Elms, Miss F. G., Newton,	.	.	.	.	1 00
Elms, Mr. Frank, Newton,	.	.	.	.	1 00
Elms, Mr. J. C., Newton,	.	.	.	.	1 00
Elms, Mrs. J. C., Newton,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$918 50

<i>Amount brought forward,</i>	.	.	.	.	\$918 50
Elms, Mrs. J. C., Jr., Newton,	.	.	.	.	1 00
Emery, Miss Octavia B.,	.	.	.	.	1 00
Endicott, Miss,	.	.	.	.	1 00
Endicott, Mrs. Henry,	.	.	.	.	5 00
Ernst, Mrs. C. W.,	.	.	.	.	2 00
Estabrook, Mrs. A. F.,	.	.	.	.	5 00
Eustis, Mrs. W. T.,	.	.	.	.	2 00
Evans, Mrs. Glendower,	.	.	.	.	5 00
Fabian, Mrs. C. W.,	.	.	.	.	5 00
Fairbanks, Mrs. Horace, St. Johnsbury, Vermont,	.	.	.	.	10 00
Farlow, Mr. George A.,	.	.	.	.	10 00
Farwell, Mrs. S. W.,	.	.	.	.	5 00
Faulkner, Mrs. Charles,	.	.	.	.	10 00
Faulkner, Miss,	.	.	.	.	10 00
Fay, Mrs. Dudley B.,	.	.	.	.	10 00
Fay, Mrs. Henry H.,	.	.	.	.	10 00
Fay, Miss S. B.,	.	.	.	.	1 00
Fay, Miss Sarah M.,	.	.	.	.	10 00
Fenno, Mr. J. Brooks,	.	.	.	.	10 00
Ferris, Mrs. M. C., Brookline,	.	.	.	.	5 00
Ferris, Miss M. E., Brookline,	.	.	.	.	5 00
Fiske, Mrs. Joseph N.,	.	.	.	.	5 00
Fitz, Mrs. E. R.,	.	.	.	.	5 00
Fitz, Mrs. Walter Scott,	.	.	.	.	25 00
Flagg, Mrs. Augustus,	.	.	.	.	6 00
Flint, Mrs. W. B.,	.	.	.	.	2 00
Forbes, Mrs. J. Murray,	.	.	.	.	5 00
Frank, Mrs. Daniel,	.	.	.	.	1 00
Freeman, Miss Harriet E.,	.	.	.	.	5 00
French, Mrs. John J.,	.	.	.	.	1 00
French, Miss S. E., Dorchester,	.	.	.	.	5 00
French, Mrs. T. H., Roxbury,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,102 50

<i>Amount brought forward,</i>	.	.	.	.	\$1,102 50
Friedman, Mr. S., Roxbury,	.	.	.	.	5 00
Frothingham, Miss,	.	.	.	.	5 00
Frothingham, Mrs. E.,	.	.	.	.	1 00
Frothingham, Mrs. O. B.,	.	.	.	.	5 00
Fry, Mrs. Charles,	.	.	.	.	10 00
Fuller, Rev. S. R.,	.	.	.	.	1 00
Gaffield, Mr. Thomas,	.	.	.	.	5 00
Gammell, Mrs. William, Providence, R. I.,	.	.	.	.	100 00
Gardner, Miss Olga E.,	.	.	.	.	5 00
Gardner, Mrs. J. L.,	.	.	.	.	5 00
Gardner, Mrs. R. H., Chestnut Hill,	.	.	.	.	1 00
Gaston, Mrs. W.,	.	.	.	.	5 00
Gay, Dr. W. F.,	.	.	.	.	5 00
Gilluly, Miss M. E.,	.	.	.	.	1 00
Glasier, Mr. Alfred A., Roxbury,	.	.	.	.	10 00
Gleason, Mrs. Cora L., South Boston,	.	.	.	.	3 00
Glover, Mrs. J. C., Roxbury,	.	.	.	.	1 00
Goddard, Miss L. W.,	.	.	.	.	2 00
Goddard, Miss Matilda,	.	.	.	.	1 00
Goldthwait, Mr. John,	.	.	.	.	10 00
Goode, Mr. Robert M., Roxbury,	.	.	.	.	2 00
Gooding, Mrs. T. P.,	.	.	.	.	2 00
Goodman, Mr. Richard, Lenox,	.	.	.	.	5 00
Goodwin, Mr. Frank,	.	.	.	.	1 00
Goodwin, Mrs. J. C.,	.	.	.	.	1 00
Gorham, Mrs. W. H.,	.	.	.	.	5 00
Gray, Mrs. J. C.,	.	.	.	.	5 00
Gray, Mrs. J. H.,	.	.	.	.	5 00
Gray, Mrs. Morris, Chestnut Hill,	.	.	.	.	1 00
Greeley, Mrs. R. F.,	.	.	.	.	5 00
Greene, Mrs. J. S. Copley,	.	.	.	.	2 00
Gregory, Mr. G. W., Roxbury,	.	.	.	.	3 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,320 50

<i>Amount brought forward,</i>	.	.	.	.	\$1,320 50
Grew, Mrs. H. S.,	.	.	.	.	10 00
Griggs, Mr. B. F., Roxbury,	.	.	.	.	1 00
Grover, Mrs. William,	.	.	.	.	10 00
Hall, Mrs. E. R.,	.	.	.	.	2 00
Hall, Mr. G. G.,	.	.	.	.	2 00
Hall, Miss Laura G., Hanover,	.	.	.	.	5 00
Hall, Mrs. M. L.,	.	.	.	.	5 00
Hall, Mr. William F., Brookline,	.	.	.	.	2 00
Hamlin, Miss Helen, Buffalo, N. Y.,	.	.	.	.	2 00
Hammond, Mrs. George Warren,	.	.	.	.	10 00
Hapgood, Mr. T. B., Allston,	.	.	.	.	1 00
Harding, Mrs. E.,	.	.	.	.	10 00
Hardy, Mrs. A. H.,	.	.	.	.	1 00
Harrington, Mrs. F. B.,	.	.	.	.	3 00
Harrington, Dr. H. L., Dorchester,	.	.	.	.	2 00
Harrington, Mrs. M. S., Dorchester,	.	.	.	.	1 00
Hart, Mr. Maurice, Roxbury,	.	.	.	.	1 00
Hart, Mrs. Thomas N.,	.	.	.	.	2 00
Haskell, Mrs. Edwin B., Auburndale,	.	.	.	.	50 00
Hayden, Mrs. C. R.,	.	.	.	.	5 00
Hayden, Mrs. Isaac, Roxbury,	.	.	.	.	5 00
Hayes, Miss M. G.,	.	.	.	.	1 00
Hayes, Mrs. J. A.,	.	.	.	.	1 00
Healey, Miss Helen,	.	.	.	.	1 00
Heard, Mrs. J. Theodore,	.	.	.	.	5 00
Hecht, Mrs.,	.	.	.	.	5 00
Hemenway, Mrs. Alfred,	.	.	.	.	1 00
Hemenway, Mrs. C. P.,	.	.	.	.	10 00
Henshaw, Mrs. Harriet A.,	.	.	.	.	10 00
Higginson, Mrs. H. L.,	.	.	.	.	15 00
Higginson, Mr. Waldo,	.	.	.	.	10 00
Hill, Mrs. A. S.,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,514 50

<i>Amount brought forward,</i>	.	.	.	.	\$1,514 50
Hitchcock, Mrs. David W.,	.	.	.	.	5 00
Hogg, Mrs. John,	.	.	.	.	5 00
Holbrook, Mrs. Walker,	.	.	.	.	1 00
Hooper, Mrs. F. F.,	.	.	.	.	1 00
Hooper, Mrs. J. R.,	.	.	.	.	2 00
Hooper, Mrs. R. C.,	.	.	.	.	10 00
Hooper, Mrs. S. E., Roxbury,	.	.	.	.	1 00
Horton, Mrs. E. A.,	.	.	.	.	2 00
Horton, Mrs. W. H.,	.	.	.	.	10 00
Houghton, Miss Elizabeth G.,	.	.	.	.	10 00
Houghton, Hon. H. O., Cambridge,	.	.	.	.	5 00
Howe, Mrs. A.,	.	.	.	.	1 00
Howe, Mrs. Julia Ward,	.	.	.	.	5 00
Howland, Mrs. O. O.,	.	.	.	.	25 00
Hubbard, Mrs. Eliot,	.	.	.	.	10 00
Hubbard, Mrs. Gorham,	.	.	.	.	10 00
Hudson, Mrs. John E.,	.	.	.	.	5 00
Hunneman, Miss Elizabeth A., Roxbury,	.	.	.	.	2 00
Hunneman, Mrs. S. W., Roxbury,	.	.	.	.	1 00
Hunnewell, Miss Charlotte,	.	.	.	.	10 00
Hunnewell, Mr. H. H.,	.	.	.	.	50 00
Hunnewell, Mr. Walter,	.	.	.	.	10 00
Hutchins, Mrs. Constantine F.,	.	.	.	.	5 00
Inches, Mrs. C. E.,	.	.	.	.	1 00
Jackson, Miss E.,	.	.	.	.	5 00
Jackson, Mrs. J. B. S.,	.	.	.	.	5 00
Jacques, Mrs. Herbert, Chestnut Hill,	.	.	.	.	1 00
James, Mrs. John W.,	.	.	.	.	10 00
Jewett, Miss S. O., South Berwick, Maine,	.	.	.	.	5 00
Johnson, Mrs. Edward,	.	.	.	.	2 00
Johnson, The Misses,	.	.	.	.	20 00
Jones, Mrs. B. M.,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,751 50

<i>Amount brought forward,</i>					\$1,751 50
Jones, Mrs. Charles H., (Endowment fund.)	.	.	.	.	5 00
Jones, Miss Ellen M.,	.	.	.	.	10 00
Jones, Mrs. Jerome, Brookline,	.	.	.	.	1 00
Jones, Mr. Rollin, Roxbury,	.	.	.	.	5 00
Jordan, Mrs. Eben D.,	.	.	.	.	5 00
Jordan, Mrs. H. S.,	.	.	.	.	5 00
Josselyn, Mrs. A. S.,	.	.	.	.	5 00
Kaffanburgh, Mr. I., Brookline,	.	.	.	.	5 00
Kehew, Mrs. M. B.,	.	.	.	.	1 00
Kenerson, Mr. Austin H., Roxbury,	.	.	.	.	1 00
Kent, Mrs. John, Brookline,	.	.	.	.	2 00
Kettle, Mrs. C. L.,	.	.	.	.	1 00
Kidder, Mrs. Henry P., Milton,	.	.	.	.	5 00
Kidner, Mrs.,	.	.	.	.	2 00
Kimball, Mr. Edward P., Malden,	.	.	.	.	10 00
Kimball, Mrs. D. P.,	.	.	.	.	25 00
Kimball, Mrs. M. D.,	.	.	.	.	1 00
Kimball, Miss S.,	.	.	.	.	1 00
Kimball, Mrs. S. H., Jamaica Plain,	.	.	.	.	5 00
King, Mrs. D. Webster,	.	.	.	.	2 00
Kinsley, Mrs. Edward W.,	.	.	.	.	5 00
Klumpke, Miss A. E.,	.	.	.	.	3 00
Lamb, Mrs. S. T., Brookline,	.	.	.	.	2 00
Lamson, Mrs. J. A.,	.	.	.	.	1 00
Lawrence, Mr. C. R., Brookline,	.	.	.	.	5 00
Lee, Mrs. George C.,	.	.	.	.	10 00
Levin, Bernard, Perkins Institution,	.	.	.	.	1 00
Lincoln, Miss C. K. T.,	.	.	.	.	1 00
Lincoln, Mr. W. H., Brookline,	.	.	.	.	5 00
Lockwood, Mrs. Rhodes,	.	.	.	.	1 00
Lodge, Mrs. John E.,	.	.	.	.	5 00
Lonsdale, Mrs. E.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,888 50

<i>Amount brought forward,</i>	.	.	.	.	\$1,888 50
Loring, The Misses,	.	.	.	.	5 00
Loring, Mrs. W. C.,	.	.	.	.	25 00
Lothrop, Mrs. Thornton K.,	.	.	.	.	10 00
Loud, Miss,	.	.	.	.	2 00
Lovering, Mrs. C. T.,	.	.	.	.	10 00
Lovett, Mr. A., Brookline,	.	.	.	.	5 00
Lowell, Mrs. Charles,	.	.	.	.	5 00
Lowell, Mrs. E. J.,	.	.	.	.	1 00
Lowell, Miss G.,	.	.	.	.	1 00
Lowell, Mrs. John,	.	.	.	.	5 00
Lowell, Mrs. John, Jr., Chestnut Hill,	.	.	.	.	1 00
Luke, Mrs. Otis H., Brookline,	.	.	.	.	2 00
Lyman, Mrs. Arthur T.,	.	.	.	.	5 00
Lyman, Mrs. J., Brookline,	.	.	.	.	5 00
Mandell, Mrs. S. P.,	.	.	.	.	2 00
Marsh, Miss Sarah A., Hingham,	.	.	.	.	25 00
Marshall, Mrs. J. K., Brookline,	.	.	.	.	2 00
Matthews, Miss A. B.,	.	.	.	.	1 00
Matthews, Miss Alice M. C.,	.	.	.	.	1 00
Maynard, Mr. C. H., Longwood,	.	.	.	.	5 00
Mead, Mrs. S. R.,	.	.	.	.	10 00
Meredith, Mrs. J. H.,	.	.	.	.	5 00
Merriam, Mrs. Charles,	.	.	.	.	5 00
Merrill, Miss F. S., Roxbury,	.	.	.	.	1 00
Merrill, Mrs. J. Warren,	.	.	.	.	10 00
Merritt, Mrs. E. P.,	.	.	.	.	1 00
Metcalf, Mr. R. C., Roxbury,	.	.	.	.	5 00
Meyer, Mrs. George A.,	.	.	.	.	10 00
Mixter, Mrs.,	.	.	.	.	1 00
Mixter, Miss,	.	.	.	.	1 00
Montgomery, Mr. William,	.	.	.	.	10 00
Morrill, Miss Annie W.,	.	.	.	.	3 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,068 50

<i>Amount brought forward,</i>	.	.	.	.	\$2,068 50
Morrill, Miss Fannie E.,	.	.	.	.	3 00
Morrill, Mrs. F. Gordon,	.	.	.	.	2 00
Morrill, Mr. George,	.	.	.	.	2 00
Morison, Mrs. J. H.,	.	.	.	.	1 00
Morse, Dr. Edward G., Roxbury,	.	.	.	.	5 00
Morse, Mr. J. T.,	.	.	.	.	5 00
Motte, Mrs. Ellis L.,	.	.	.	.	2 00
Nazro, Mr. F. H., Roxbury,	.	.	.	.	2 00
Nazro, Miss Mary W., Roxbury,	.	.	.	.	2 00
Neal, Mrs. George B., Charlestown,	.	.	.	.	1 00
Neal, Miss, Charlestown,	.	.	.	.	1 00
Newell, Mrs. James W., Roxbury,	.	.	.	.	1 00
Newell, Mrs. M. A., Roxbury,	.	.	.	.	5 00
Nichols, Mrs.,	.	.	.	.	5 00
Norcross, Miss Laura,	.	.	.	.	10 00
Norcross, Mrs. Otis,	.	.	.	.	5 00
Norcross, Mrs. Otis, Jr.,	.	.	.	.	5 00
Ober, Mr. Louis P.,	.	.	.	.	10 00
Osborne, Mrs. J. R.,	.	.	.	.	2 00
Otis, Mrs. W. G.,	.	.	.	.	5 00
Page, Mrs. Calvin G., Chestnut Hill,	.	.	.	.	1 00
Paine, Mrs. R. T.,	.	.	.	.	10 00
Palfrey, Mrs.,	.	.	.	.	20 00
Palfrey, Miss C., Cambridge,	.	.	.	.	1 00
Palmer, Mrs. C. H.,	.	.	.	.	1 00
Parker, Mrs. Charles E., Longwood,	.	.	.	.	5 00
Parker, Mrs. Charles W.,	.	.	.	.	5 00
Parker, Mrs. Elizabeth, P.,	.	.	.	.	5 00
Parker, Mrs. William L.,	.	.	.	.	5 00
Parkinson, Mrs. John,	.	.	.	.	5 00
Parsons, The Misses, Roxbury,	.	.	.	.	5 00
Parsons, Mrs. William and Miss,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,210 50

<i>Amount brought forward,</i>	.	.	.	.	\$2,210 50
Peabody, Mrs. A. P.,	.	.	.	.	5 00
Peabody, Mrs. F. E.,	.	.	.	.	5 00
Peabody, Mr. F. H.,	.	.	.	.	10 00
Peabody, Mrs. Oliver W.,	.	.	.	.	5 00
Peabody, Mrs. S. E., Salem,	.	.	.	.	5 00
Penfield, Mrs. James H.,	.	.	.	.	2 00
Perry, Mrs. C. N., Roxbury,	.	.	.	.	5 00
Peters, Mr. Edward D.,	.	.	.	.	10 00
Pfaff, Mrs. Jacob,	.	.	.	.	10 00
Philbrick, Mrs. E. S., Brookline,	.	.	.	.	3 00
Philbrick, Mrs. E. T., Brookline,	.	.	.	.	1 00
Phillips, Mrs. Anna T.,	.	.	.	.	25 00
Pickman, Mrs. W. D.,	.	.	.	.	10 00
Piehler, Mr. O. J., Brookline,	.	.	.	.	5 00
Pillsbury, Miss Elsie G.,	.	.	.	.	1 00
Pope, Mrs. A. A.,	.	.	.	.	25 00
Pope, Drs. E. F. and C. A.,	.	.	.	.	2 00
Porteous, Mrs. John,	.	.	.	.	4 00
Porteous, Miss M. F.,	.	.	.	.	1 00
Potter, Mrs. Warren B.,	.	.	.	.	100 00
Poulsson, Miss Emilie,	.	.	.	.	1 00
Poulsson, Miss Laura E.,	.	.	.	.	1 00
Powars, Miss Mary A.,	.	.	.	.	1 00
Pratt, Mrs. Henry S., Worcester,	.	.	.	.	1 00
Pratt, Mrs. J. A.,	.	.	.	.	2 00
Prendergast, Mr. James,	.	.	.	.	10 00
Prince, Mrs. J. T., Jr., Ottawa, Canada,	.	.	.	.	1 00
Proctor, Mrs. H. H.,	.	.	.	.	2 00
Putnam, Mrs. J. P.,	.	.	.	.	5 00
Putnam, Mrs. S. R.,	.	.	.	.	10 00
Quincy, Mrs. C. F., Chicago, Illinois,	.	.	.	.	2 00
Quincy, Mrs. H. P.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,481 50

<i>Amount brought forward,</i>	.	.	.	.	\$2,481 50
Ranney, Mr. Fletcher, Brookline,	.	.	.	.	5 00
Rantoul, Miss H. L., Beverly,	.	.	.	.	1 00
Raymond, Mrs. Henry E., Brookline,	.	.	.	.	1 00
Reed, Mrs. William H.,	.	.	.	.	5 00
Revere, Mrs. Paul J.,	.	.	.	.	1 00
Riber, Mrs. John, Longwood,	.	.	.	.	1 00
Rice, Mrs. David H., Brookline,	.	.	.	.	2 00
Rice, Mrs. Henry A.,	.	.	.	.	5 00
Richards, Miss A.,	.	.	.	.	1 00
Richards, Mrs. Dexter N., Brookline,	.	.	.	.	10 00
Richards, Mrs. W. D.,	.	.	.	.	2 00
Richardson, Mrs. John, Chestnut Hill,	.	.	.	.	1 00
Richardson, Mr. R. D., Brookline,	.	.	.	.	10 00
Richardson, Mrs. Spencer W.,	.	.	.	.	5 00
Richardson, Mrs. Thomas O.,	.	.	.	.	2 00
Ridgway, Miss H. B.,	.	.	.	.	1 00
Robbins, Mrs. R.,	.	.	.	.	5 00
Robbins, Mrs. R. E.,	.	.	.	.	5 00
Robinson, Mrs. Henry H., Brookline,	.	.	.	.	2 00
Rochford, Francis J., Perkins Institution,	.	.	.	.	1 00
Rodman, Mr. S. W.,	.	.	.	.	10 00
Rogers, Miss Annette P.,	.	.	.	.	5 00
Rogers, Miss C. B.,	.	.	.	.	1 00
Rogers, Mr. George H., Roxbury,	.	.	.	.	1 00
Rogers, Mrs. George H., Roxbury,	.	.	.	.	2 00
Rogers, Mrs. Henry M.,	.	.	.	.	5 00
Rogers, Mrs. Jacob C.,	.	.	.	.	5 00
Rogers, Mrs. J. P.,	.	.	.	.	5 00
Rogers, Miss Kate,	.	.	.	.	1 00
Rogers, Miss S. S., Milton,	.	.	.	.	5 00
Rogers, Mrs. William B.,	.	.	.	.	3 00
Ross, Mrs. A.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,591 50

<i>Amount brought forward,</i>	.	.	.	.	\$2,591 50
Rotch, Miss Edith,	.	.	.	.	5 00
Rotch, Mrs. T. M.,	.	.	.	.	2 00
Rothwell, Mr. W. H., Longwood,	.	.	.	.	5 00
Sabine, Mrs. G. K., Brookline,	.	.	.	.	1 00
Saltonstall, Mr. Henry,	.	.	.	.	50 00
Sampson, Mrs. Edwin H.,	.	.	.	.	1 00
Sampson, Mr. George, Roxbury,	.	.	.	.	10 00
Sampson, Miss H. H.,	.	.	.	.	1 00
Sampson, Mrs. O. H.,	.	.	.	.	5 00
Scaife, Miss Helen,	.	.	.	.	2 00
Schwarz, Mrs. Louis B., Brookline,	.	.	.	.	1 00
Scott, Mrs. W. M.,	.	.	.	.	2 00
Sears, Mrs. A. P., Brookline,	.	.	.	.	1 00
Sears, Mr. Frederick R.,	.	.	.	.	25 00
Sears, Mrs. K. W.,	.	.	.	.	5 00
Sears, Mrs. P. H.,	.	.	.	.	10 00
Sears, Mrs. Zenas,	.	.	.	.	1 00
Shattuck, Mrs. G. B.,	.	.	.	.	5 00
Shattuck, Mrs. G. O.,	.	.	.	.	5 00
Shaw, Mrs. B. S.,	.	.	.	.	5 00
Shaw, Mrs. George R.,	.	.	.	.	1 00
Shaw, Mrs. H. R.,	.	.	.	.	10 00
Shaw, Mrs. J. O., Jr.,	.	.	.	.	5 00
Shaw, Mrs. Robert G.,	.	.	.	.	5 00
Shepard, Mr. O. A., Brookline,	.	.	.	.	3 00
Shepherd, Mrs. T. P., Providence, R. I.,	.	.	.	.	25 00
Shinkle, Miss Camilla H., Covington, Kentucky,	.	.	.	.	5 00
Sigourney, Mr. Henry,	.	.	.	.	10 00
Simpson, Miss F. W.,	.	.	.	.	3 00
Skinner, Mrs. F.,	.	.	.	.	5 00
Slocum, Mrs. William H., Jamaica Plain,	.	.	.	.	10 00
Smith, Miss Annie E., Roxbury,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,817 50

<i>Amount brought forward,</i>	.	.	.	.	\$2,817 50
Smith, Mrs. J. M.,	.	.	.	.	10 00
Sorens, Miss E., Roxbury,	.	.	.	.	1 00
Sorens, Miss G., Roxbury,	.	.	.	.	1 00
Sorens, Mr. J. H., Roxbury,	.	.	.	.	5 00
Sowdon, Mr. A. J. C.,	.	.	.	.	10 00
Sprague, Dr. Francis P.,	.	.	.	.	10 00
Springer, Mrs. E. M., Newton,	.	.	.	.	1 00
Standish, Mrs. L. M.,	.	.	.	.	5 00
Standish, Miss,	.	.	.	.	5 00
Stearns, Mrs. Charles H., Brookline,	.	.	.	.	25 00
Stearns, Mrs. R. H.,	.	.	.	.	5 00
Steese, Mr. E., Brookline,	.	.	.	.	5 00
Stetson, Miss,	.	.	.	.	3 00
Stone, Mrs. Edwin P., Brookline,	.	.	.	.	5 00
Stone, Mrs. F.,	.	.	.	.	20 00
Storer, The Misses,	.	.	.	.	4 00
Storrs, Mrs. E. K., Brookline,	.	.	.	.	10 00
Stratton, Mrs. Solomon P.,	.	.	.	.	5 00
Stuart, Mrs. Willoughby Herbert,	.	.	.	.	2 00
Swain, Mrs. John, Stockbridge,	.	.	.	.	5 00
Swan, Miss E. B., Dorchester,	.	.	.	.	5 00
Swan, Mrs. Robert, Dorchester,	.	.	.	.	10 00
Sweetser, Mrs. Isaac,	.	.	.	.	10 00
Sweetser, Miss Ida E.,	.	.	.	.	10 00
Sweetser, Mr. I. Homer,	.	.	.	.	10 00
Swift, Mrs. E. C.,	.	.	.	.	20 00
Symonds, Miss Lucy Harris,	.	.	.	.	5 00
Talbot, Mrs. Thomas, North Billerica,	.	.	.	.	25 00
Tappan, Miss M. A., Lenox,	.	.	.	.	15 00
Tappan, Mrs. S.,	.	.	.	.	3 00
Taylor, Mrs. E. B.,	.	.	.	.	1 00
Thayer, Miss A. G.,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,078 50

<i>Amount brought forward,</i>	.	.	.	.	\$3,078 50
Thayer, Mrs. Harriet L.,	.	.	.	.	3 00
Thayer, Miss H. L.,	.	.	.	.	5 00
Thomas, Miss,	.	.	.	.	2 00
Thomas, Mrs. J. B., Jr.,	.	.	.	.	10 00
Thorndike, Mrs. A.,	.	.	.	.	5 00
Tilton, Mrs. William S., Newtonville,	.	.	.	.	2 00
Townsend, Mrs. Thomas,	.	.	.	.	1 00
Tucker, Mrs. Alfred,	.	.	.	.	10 00
Tucker, Mrs. W. A.,	.	.	.	.	2 00
Tuckerman, Mrs. C. S., Salem,	.	.	.	.	2 00
Turner, Miss Alice M., Randolph,	.	.	.	.	25 00
Turner, Mrs. A. T.,	.	.	.	.	4 00
Turner, Mrs. Alfred T.,	.	.	.	.	5 00
Tyler, Mrs. D. S., Lexington,	.	.	.	.	5 00
Tyler, Mr. E. R.,	.	.	.	.	5 00
Vickery, Mrs. Herman F.,	.	.	.	.	5 00
Vose, Miss Florence P., Brookline,	.	.	.	.	2 00
Wadsworth, Mrs. A. F.,	.	.	.	.	5 00
Wadsworth, Mrs. O. F.,	.	.	.	.	3 00
Wainwright, Miss R. P.,	.	.	.	.	10 00
Wales, Mrs. George W.,	.	.	.	.	5 00
Walker, Mr. Edward C. R., Roxbury,	.	.	.	.	10 00
Walker, Mrs. F. A.,	.	.	.	.	2 00
Walker, Mrs. Nathaniel U., Brookline,	.	.	.	.	1 00
Wallace, Mrs. J. A.,	.	.	.	.	2 00
Walley, Mrs. W. P.,	.	.	.	.	1 00
Walworth, Mr. C. C., Longwood,	.	.	.	.	5 00
Ward, Mrs. Henry V.,	.	.	.	.	5 00
Ward, The Misses,	.	.	.	.	5 00
Ware, Mrs. Charles E.,	.	.	.	.	25 00
Ware, Miss C. L., Cambridge,	.	.	.	.	5 00
Ware, Miss Harriet, Brookline,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,257 50

<i>Amount brought forward,</i>	.	.	.	.	\$3,257 50
Warren, Miss Annie C.,	.	.	.	.	1 00
Warren, Mrs. Frederick,	.	.	.	.	5 00
Warren, Mrs. J. S.,	.	.	.	.	5 00
Warren, Mrs. Samuel M., Roxbury,	.	.	.	.	5 00
Warren, Mrs. William W.,	.	.	.	.	25 00
Waters, Miss Edith,	.	.	.	.	1 00
Waters, Mr. Edwin F., [Died.]	.	.	.	.	10 00
Webb, Mrs. S. P., Brookline,	.	.	.	.	1 00
Webster, Mrs. F. G.,	.	.	.	.	5 00
Weeks, Mrs. A. G.,	.	.	.	.	2 00
Weld, Mrs. William F.,	.	.	.	.	20 00
Weld, Mrs. William F.,	.	.	.	.	50 00
Wesselhoeft, Mrs. M.,	.	.	.	.	5 00
Wesselhoeft, Mrs. William P.,	.	.	.	.	3 00
Weston, Mrs. H. C.,	.	.	.	.	10 00
Wetherbee, Miss Helen,	.	.	.	.	1 00
Wheelwright, Mrs. J. W.,	.	.	.	.	5 00
Wheelwright, The Misses,	.	.	.	.	2 00
Whipple, Mrs. J. Reed,	.	.	.	.	10 00
White, Mr. C. G., Cambridge,	.	.	.	.	25 00
White, Mr. Joseph A., Framingham,	.	.	.	.	25 00
White, Mrs. Joseph H., Brookline,	.	.	.	.	2 00
White, The Misses,	.	.	.	.	3 00
Whitney, Mr. E. F.,	.	.	.	.	10 00
Whitney, Mrs. George,	.	.	.	.	2 00
Whitney, Mrs. H. A.,	.	.	.	.	5 00
Whitmore, Mrs. C. O.,	.	.	.	.	1 00
Whittier, Mrs. A. R.,	.	.	.	.	3 00
Whitwell, Mrs. F. A.,	.	.	.	.	5 00
Wigglesworth, Miss Anna C.,	.	.	.	.	1 00
Willard, Mrs. A. R.,	.	.	.	.	5 00
Willard, Mrs. E. G.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,511 50

<i>Amount brought forward,</i>	.	.	.	.	\$3,511 50
Willcutt, Mrs. Levi L., Longwood,	.	.	.	.	10 00
Williams, Miss A. C., Roxbury,	.	.	.	.	10 00
Williams, Mrs. H.,	.	.	.	.	25 00
Williams, Mrs. Jeremiah,	.	.	.	.	1 00
Williams, Mrs. Moses, Brookline,	.	.	.	.	5 00
Wilson, Mr. F. A., Brookline,	.	.	.	.	10 00
Winslow, Miss H. M., Jamaica Plain,	.	.	.	.	1 00
Winslow, Mr. Samuel W.,	.	.	.	.	5 00
Winslow, Mrs. William C.,	.	.	.	.	1 00
Winsor, Mrs. Ernest, Chestnut Hill,	.	.	.	.	1 00
Withington, Mrs. M., Brookline,	.	.	.	.	5 00
Wolcott, Mrs. J. Huntington,	.	.	.	.	10 00
Wolcott, Mrs. Roger,	.	.	.	.	5 00
Woodbury, Mrs. J. P.,	.	.	.	.	5 00
Woodworth, Mrs. A. S.,	.	.	.	.	10 00
Wright, Miss M. A.,	5 00
Young, Mrs. Benjamin L., Auburndale,	10 00
Young, Miss Lucy, Groton,	1 00
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					\$3,631 50

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Mrs. F. E.,	\$2 00
Abbott, Mrs. Martha T.,	.	.	.	.	.	25 00
A friend in New York,	.	.	.	.	.	4 00
Ames, Mrs. James B ,	.	.	.	.	.	5 00
Bartlett, Mrs. John,	.	.	.	.	.	30 00
Batchelder, Mrs. J. M.,	1 00
Beard, Mrs. Edward L.,	1 00
Bemis, Mrs. Lucy C.,	10 00
Bradford, Mrs. J. Russell,	10 00
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<i>Amount carried forward,</i>	\$88 00

<i>Amount brought forward,</i>	\$88 00
Brooks, Miss Martha W.,	5 00
Cary, The Misses, .	.	.	.	.	5 00
Chapman, Mrs. Lucy, .	.	.	.	.	2 00
Child, Miss H. M.,	.	.	.	.	2 00
Cooke, Mrs. J. P.,	.	.	.	.	5 00
Deane, Mrs. Charles, .	.	.	.	.	2 00
Dodge, Mrs. Lucy S., .	.	.	.	.	10 00
Dodge, Mrs. S. B.,	.	.	.	.	1 00
Eustis, Mrs. Frank, .	.	.	.	.	1 00
Fiske, Mrs. James C., .	.	.	.	.	5 00
Foote, Mrs. G. L.,	.	.	.	.	5 00
Foote, Miss Mary B., .	.	.	.	.	5 00
Foster, Mrs. Francis C.,	.	.	.	.	100 00
From friends, .	.	.	.	.	50 00
Gannett, Mrs. Theo. B.,	.	.	.	.	10 00
Goodale, Mrs. George, .	.	.	.	.	1 00
Goodwin, Miss A. M., .	.	.	.	.	5 00
Goodwin, Mrs. Hersey, .	.	.	.	.	3 00
Goodwin, Mrs. W. W., .	.	.	.	.	10 00
Greene, Mrs. Copley, .	.	.	.	.	5 00
Greenleaf, Mrs. James, .	.	.	.	.	100 00
Greenough, Mrs. Henry, .	.	.	.	.	1 00
Harris, Miss Charlotte M.,	.	.	.	.	1 00
Hedge, Miss Charlotte A.,	.	.	.	.	3 00
Henchman, Miss A. P., .	.	.	.	.	5 00
Hooper, Mr. E. W.,	.	.	.	.	25 00
Jones, Mrs. L. S.,	.	.	.	.	1 00
Lawrence, Mrs. William, .	.	.	.	.	5 00
Mackay, Miss F. M., [Died.]	.	.	.	.	5 00
McKean, Mrs. H. S.,	.	.	.	.	1 00
Nichols, Mrs. John, .	.	.	.	.	2 00
Norton, The Misses, .	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$471 00

<i>Amount brought forward,</i>	.	.	.	.	\$471 00
Page, Miss Abby S.,	.	.	.	.	1 00
Page, Mr. Samuel,	.	.	.	.	1 00
Page, Miss Sarah H.,	.	.	.	.	1 00
Paine, Miss J.,	.	.	.	.	2 00
Palfrey, Mrs.,	.	.	.	.	1 00
Peabody, Miss,	.	.	.	.	2 00
Richards, Mrs. R. A.,	.	.	.	.	1 00
Riddle, Miss,	.	.	.	.	1 00
Scudder, Mr. H. S.,	.	.	.	.	1 00
Smith, Mrs. Horatio,	.	.	.	.	2 00
Spelman, Mrs. J. M.,	.	.	.	.	1 00
Stone, Mrs. J. S.,	.	.	.	.	5 00
Swan, Mrs. S. H.,	.	.	.	.	3 00
Thayer, Mrs.,	.	.	.	.	1 00
Thayer, Mrs. J. H.,	.	.	.	.	2 00
Thornton, Mrs. Annie C., Magnolia,	.	.	.	.	3 00
White, Mrs. Gardiner,	5 00
Whitman, Mrs. Ephraim P.,	5 00
Whittemore, Mrs. G. W.,	1 00
Willson, Miss Annie B.,	5 00
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					\$515 00

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Atherton, Mrs. Samuel,	\$1 00
Austin, Mrs. William R.,	.	.	.	.	2 00
Bartlett, Mrs. S. E., Boston,	.	.	.	.	1 00
Bates, Mrs. George C.,	1 00
Bean, Mrs. J. Henry,	1 00
Bockus, Mrs.,	1 00
Bradford, Mrs. Martin L.,	2 00
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<i>Amount carried forward,</i>	\$9 00

<i>Amount brought forward,</i>	\$9 00
Bradford, The Misses,	2 00
Brigham, Mrs. Frank E.,	.	.	.	.	1 00
Burdett, Mrs. Charles A.,	.	.	.	.	1 00
Burt, Mr. Edward N.,	.	.	.	.	1 00
Callender, Mrs. Henry,	.	.	.	.	1 00
Callender, Miss,	.	.	.	.	1 00
Carruth, Mrs. Nathan, Ashmont,	.	.	.	.	1 00
Clark, Mrs. W. R., Jr.,	.	.	.	.	1 00
Davis, Miss Katherine F.,	.	.	.	.	1 00
Dickinson, Mrs. Martha L.,	.	.	.	.	1 00
Dillaway, Mrs. C. O. L.,	.	.	.	.	1 00
Dolan, Miss,	.	.	.	.	1 00
Downer, Mrs. Samuel,	.	.	.	.	5 00
Eddy, Mrs. Otis,	.	.	.	.	1 00
Eliot, Mrs. Christopher R.,	.	.	.	.	1 00
Estabrooks, Miss, Ashmont,	.	.	.	.	1 00
Everett, Mrs. William B.,	.	.	.	.	1 00
Fay, Mrs.,	.	.	.	.	1 00
Hawkes, Mrs. S. L., Mattapan,	.	.	.	.	1 00
Hearsay, Mrs.,	.	.	.	.	1 00
Hearsay, Miss Sarah E.,	.	.	.	.	1 00
Howland, Mrs. H. T.,	.	.	.	.	5 00
King, Miss S. Frank,	.	.	.	.	1 00
Lee, Mrs. L. M.,	.	.	.	.	1 00
Martin, Mrs. A. P., Mattapan,	.	.	.	.	1 00
Nash, Mrs Edward,	.	.	.	.	1 00
Nichols, Mrs. S. W.,	.	.	.	.	5 00
Noyes, Miss Mary E.,	.	.	.	.	1 00
Orcutt, Mrs. Hiram,	.	.	.	.	1 00
Peabody, Mrs. Charles K.,	.	.	.	.	1 00
Phillips, Mrs. John G.,	.	.	.	.	1 00
Pierce, Mrs. S. S., Boston,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$54 00

<i>Amount brought forward,</i>	.	.	.	.	\$54 00
Pierce, Miss, Boston,	.	.	.	.	1 00
Pratt, Mrs. Laban,	.	.	.	.	1 00
Rankin, Mrs. James,	.	.	.	.	1 00
Rhodes, Mrs. T. Munroe,	.	.	.	.	1 00
Ruggles, Mrs. Frederick, Ashmont,	.	.	.	.	1 00
Ruggles, Miss, Ashmont,	.	.	.	.	1 00
Sayward, Mrs. C. A.,	.	.	.	.	2 00
Schlotterbeck, Frau,	.	.	.	.	1 00
Sewall, Mrs. George P.,	.	.	.	.	1 00
Shurtleff, Mrs.,	.	.	.	.	1 00
Stearns, Master Albert H.,	.	.	.	.	1 00
Stearns, Master Henry Dexter,	.	.	.	.	1 00
Stearns, Master Maynard,	.	.	.	.	1 00
Streeter, Mrs. C. H.,	.	.	.	.	1 00
Swan, Miss M. E.,	.	.	.	.	1 00
Sweetser, Mrs. M. F.,	.	.	.	.	1 00
Thacher, Mrs. Charles A.,	.	.	.	.	2 00
Torrey, Mrs. Elbridge,	.	.	.	.	10 00
Vinson, Miss M. Adelaide,	.	.	.	.	1 00
Whitten, Mrs. Elizabeth S.,	.	.	.	.	1 00
Willard, Miss,	.	.	.	.	1 00
Wood, Mrs. Frank,	5 00
Wood, Mrs. W. A.,	1 00
Woodberry, Miss,	1 00
Woodman, Mrs. George,	1 00
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					\$94 00

DORCHESTER BRANCH No. 2.

Through Mrs. WILLIAM H. SAYWARD.

An anonymous friend,	\$5 00
Barnard, Mrs. C. F.,	1 00
Churchill, Mrs. J. R.,	1 00
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<i>Amount carried forward,</i>	\$7 00

<i>Amount brought forward,</i>	\$7 00
Clapp, Mrs. Asahel,	1 00
Frothingham, Miss,	.	.	.	.	1 00
Frothingham, Miss S. E.,	.	.	.	.	1 00
Gray, Mrs. W. H.,	.	.	.	.	2 00
Hayes, Mrs. W. L.,	.	.	.	.	1 00
Humphreys, Mrs. Richard C.,	.	.	.	.	1 00
Joslyn, Mrs. L. B., South Boston,	.	.	.	.	1 00
Lowney, Mrs. W. M.,	.	.	.	.	1 00
Merrill, Mr. S. A.,	.	.	.	.	1 00
Merrill, Mrs. S. A.,	.	.	.	.	1 00
Morse, Mrs. F.,	.	.	.	.	1 00
Noble, Mrs. Henry C.,	.	.	.	.	2 00
North, Mrs. F. O.,	1 00
Stearns, Mrs. Fred. P.,	2 00
Willard, Mrs. L. P.,	1 00
Wright, Mr. Chandler,	2 00
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					\$27 00

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Barnard, Mrs. J. M.,	\$1 00
Barry, Mrs. Martha,	1 00
Beck, Mrs. Gideon,	.	.	.	.	1 00
Breck, Mrs. C. E. C.,	.	.	.	.	1 00
Brewer, Mrs Joseph,	.	.	.	.	1 00
Briggs, Miss S. E.,	.	.	.	.	1 00
Channing, Miss,	.	.	.	.	1 00
Clum, Mrs. A. B.,	1 00
Cunningham, Mrs. C., East Milton,	2 00
Dow, Miss J. F.,	2 00
Dow, Miss L. A.,	2 00
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<i>Amount carried forward,</i>	\$14 00

<i>Amount brought forward,</i>	\$14 00
Emerson, Mrs. W. R.,	1 00
Field, Mrs. E. E. V.,	.	.	.	.	1 00
Fletcher, Mrs. G. A.,	.	.	.	.	1 00
Forbes, Mrs. J. Murray,	.	.	.	.	5 00
Gilmore, Miss M. E., North Easton,	.	.	.	.	1 00
Glover, Mrs. R. T.,	.	.	.	.	1 00
Gray, Mrs. William,	.	.	.	.	2 00
Greene, Mrs. J. S.,	.	.	.	.	1 00
Hemenway, Mrs. Augustus, Readville,	.	.	.	.	25 00
Hicks, Miss Emma,	.	.	.	.	1 00
Hinckley, Miss M., Mattapan,	.	.	.	.	1 00
Hollingsworth, Mrs. Amor, Mattapan,	.	.	.	.	3 00
Hollingsworth, Mrs. P. R., Mattapan,	.	.	.	.	5 00
Jaques, Mrs. Francis,	.	.	.	.	2 00
Jaques, Miss H. L.,	.	.	.	.	2 00
Ladd, Mrs. William J.,	.	.	.	.	2 00
Mackintosh, Mrs.,	.	.	.	.	1 00
Morton, Miss S. B.,	.	.	.	.	1 00
Payson, Mrs., East Milton,	.	.	.	.	2 00
Perkins, Mrs. C. E.,	.	.	.	.	5 00
Pierce, Mrs. M. V.,	.	.	.	.	1 00
Pierce, Roger,	.	.	.	.	1 00
Pierce, Walworth,	.	.	.	.	1 00
Pierce, Mrs. W. L.,	.	.	.	.	1 00
Richardson, Miss N.,	.	.	.	.	1 00
Richardson, Miss Susan,	.	.	.	.	1 00
Rivers, Mrs. G. R. R.,	.	.	.	.	1 00
Roberts, Miss Rachel,	.	.	.	.	1 00
Roberts, Mrs. R. H.,	.	.	.	.	1 00
Rotch, Miss Johanna,	.	.	.	.	1 00
Safford, Mrs. N. F.,	.	.	.	.	1 00
Tilden, Mrs. George,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$90 00

<i>Amount brought forward,</i>	.	.	.	.	\$90 00
Tilden, Mrs. William P.,	.	.	.	.	1 00
Tileston, Mrs. J. B., Mattapan,	.	.	.	.	5 00
Tucker, Mrs. S. A., Hyde Park,	.	.	.	.	1 00
Tucker, Miss S., Hyde Park,	.	.	.	.	1 00
Tuell, Mrs. Hiram,	.	.	.	.	1 00
Upton, Mrs. G. B.,	.	.	.	.	2 00
Vose, Miss C. C.,	.	.	.	.	1 00
Wadsworth, Mrs. E. D.,	.	.	.	.	1 00
Wainwright, Mrs. S. B., Readville,	.	.	.	.	2 00
Ware, Mrs. A. L.,	.	.	.	.	2 00
Weston, Mr. W. B.,	.	.	.	.	1 00
Weston, Mrs. W. B.,	.	.	.	.	1 00
White, Mrs. F. B.,	.	.	.	.	1 00
Whitney, Mrs. A. D. T.,	1 00
Whitwell, Mrs. F. A.,	1 00
Whitwell, Miss N. S.,	1 00
Wood, Mrs. William,	2 00
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					\$115 00

LYNN BRANCH.

Through MRS. LUCY B. HAVEN.

Ashcroft, Mrs. Edward,	\$1 00
Bancroft, Mrs. Thomas,	1 00
Bancroft, Mrs. William,	.	.	.	.	1 00
Bates, Mrs. Walter,	.	.	.	.	2 00
Berry, Mrs. Benjamin J.,	.	.	.	.	2 00
Chase, Mrs. Phillip Augustus,	.	.	.	.	1 00
Clough, Mrs. Charles,	1 00
Coffin, Miss A. M.,	2 00
Dearborn, Mrs. Fred.,	1 00
Donallen, Mrs. John,	1 00
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<i>Amount carried forward,</i>	\$13 00

<i>Amount brought forward,</i>	\$13 00
Frazier, Mrs. Lyman B.,	1 00
Haddock, Miss Emily,	.	.	.	.	1 00
Harmon, Mrs. Rollin,	.	.	.	.	1 00
Haven, Mrs. Lucy B.,	.	.	.	.	1 00
Hollis, Mrs. Samuel J.,	.	.	.	.	1 00
Hudson, Mrs. Charles,	.	.	.	.	1 00
Ireson, Miss Isabella,	.	.	.	.	1 00
Ireson, Miss Kate,	.	.	.	.	1 00
Johnson, Mrs. John B.,	.	.	.	.	1 00
Johnson, Mrs. Luther,	.	.	.	.	1 00
King, Mrs. Horace,	.	.	.	.	1 00
Lee, Mrs. Nehemiah,	.	.	.	.	1 00
Lovejoy, Mrs. Dr.,	.	.	.	.	1 00
Lovejoy, Mrs. Elbridge,	.	.	.	.	1 00
MacArthur, Mrs. John,	.	.	.	.	1 00
Manton, Mrs. John T.,	.	.	.	.	5 00
Melcher, Mrs. Charles,	.	.	.	.	1 00
Moore, Mrs. Ira,	.	.	.	.	1 00
Morgan, Mrs. William,	.	.	.	.	1 00
Name not given,	.	.	.	.	2 00
Newhall, Mrs. James S.,	.	.	.	.	1 00
Newhall, Mrs. Lucian,	.	.	.	.	1 00
Newhall, Mrs. Thomas B.,	.	.	.	.	1 00
Nourse, Mrs. Christopher,	.	.	.	.	1 00
Osborne, Mrs. Wallace,	.	.	.	.	1 00
Osborne, Mrs. Wellman,	.	.	.	.	1 00
Page, Mrs.,	.	.	.	.	1 00
Pope, Mrs.,	.	.	.	.	1 00
Saunderson, Mrs. Mancy,	.	.	.	.	1 00
Sheldon, Mrs. Charles C.,	.	.	.	.	1 00
Shorey, Mrs. George,	.	.	.	.	1 00
Tapley, Miss Alice,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$50 00

<i>Amount brought forward,</i>	.	.	.	.	\$50 00
Tapley, Mr. Amos P.,	.	.	.	.	1 00
Tapley, Mrs. Amos P.,	.	.	.	.	1 00
Tapley, Mrs. Henry,	.	.	.	.	1 00
Tebbets, Mrs. Charles B.,	.	.	.	.	2 00
Valpey, Mrs. Henry,	.	.	.	.	1 00
Varney, Mrs. Charles,	1 00
Walden, Mrs. Edwin,	1 00
Walsh, Mrs. Charles,	1 00
Whiton, Mrs. Mary,	1 00
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					\$60 00

WORCESTER BRANCH.

Through Mrs. JOHN E. DAY.

Aborn, Mrs. M. A.,	\$1 00
A friend,	1 00
Allen, Mrs. Charles A.,	1 00
Allen, Mrs. Lamson,	.	.	.	.	.	.	1 00
Baldwin, Mrs. Emily B.,	.	.	.	.	.	.	1 00
Ball, Miss Helen A.,	.	.	.	.	.	.	1 00
Ball, Mrs. Phineas,	.	.	.	.	.	.	1 00
Bancroft, Mrs. James H.,	.	.	.	.	.	.	1 00
Barnard, Mrs. Lewis,	.	.	.	.	.	.	1 00
Barnard, Miss Helen,	.	.	.	.	.	.	1 00
Bigelow, Mrs. A. A.,	.	.	.	.	.	.	1 00
Bigelow, Mrs. J. H.,	.	.	.	.	.	.	1 00
Blair, Mrs. Frank W.,	.	.	.	.	.	.	1 00
Blake, Mrs. Louisa,	.	.	.	.	.	.	1 00
Blake, Miss Ellen,	1 00
Bradley, Miss Jennie,	1 00
Brown, Mrs. Henry,	1 00
Brown, Mrs. Theo.,	1 00
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Amount carried forward,	\$18 00

<i>Amount brought forward,</i>	\$18 00
Butler, Mrs. A. M. S.,	1 00
Clarke, Mrs. F. M.,	.	.	.	.	1 00
Clarke, Mrs. Henry,	.	.	.	.	15 00
Clarke, Miss Harriet E.,	.	.	.	.	5 00
Coes, Mrs. Annie L.,	.	.	.	.	1 00
Coes, Mrs. John,	.	.	.	.	1 00
Comins, Mrs. E. I.,	.	.	.	.	1 00
Cowden, Mrs. M. H.,	.	.	.	.	1 00
Crane, Mrs. E. B.,	.	.	.	.	1 00
Curtis, Mrs. E. P.,	.	.	.	.	1 00
Curtis, Mrs. John,	.	.	.	.	1 00
Day, Mrs. John E.,	.	.	.	.	10 00
Day, Miss Edna F.,	.	.	.	.	1 00
Day, Miss Alice F.,	.	.	.	.	1 00
Fay, Mrs. H. B.,	.	.	.	.	1 00
Fish, Miss Kittie,	.	.	.	.	1 00
Fowler, Mrs. E. H.,	.	.	.	.	1 00
Francis, Mrs. G. E.,	.	.	.	.	1 00
Fuller, Mrs. H. T.,	.	.	.	.	1 00
Gaskell, Mrs. Frank,	.	.	.	.	1 00
Gates, Mrs. Charles L.,	.	.	.	.	1 00
Gifford, Mrs. George,	.	.	.	.	1 00
Gray, Miss Sybil M.,	.	.	.	.	1 00
Greene, Mrs. J. W.,	.	.	.	.	1 00
Harrington, Mrs. C. G.,	.	.	.	.	1 00
Hastings, Miss Mary L.,	.	.	.	.	1 00
Hoar, Mrs. G. F.,	.	.	.	.	5 00
Hoar, Miss Mary,	.	.	.	.	1 00
Hoar, Mrs. Rockwood,	.	.	.	.	1 00
Hobbs, Miss Martha,	.	.	.	.	1 00
Houghton, Mrs. C. C.,	.	.	.	.	1 00
Howe, Mrs. Anna,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	<hr/>\$81 00

<i>Amount brought forward,</i>	.	.	.	.	\$81 00
Kent, Rev. George W.,	.	.	.	.	1 00
Kinnicutt, Mrs. L. N.,	.	.	.	.	1 00
Knowles, Mrs. E. R.,	.	.	.	.	1 00
Lathrop, Mrs. F. D.,	.	.	.	.	1 00
Lincoln, Mrs. Waldo,	.	.	.	.	10 00
Lincoln, Mrs. Winslow S.,	.	.	.	.	1 00
Lowell, Mr. A. S.,	.	.	.	.	10 00
Marsh, Mrs. Henry A.,	.	.	.	.	1 00
McClellan, Miss Emma,	.	.	.	.	1 00
Mirick, Mrs. Albert H.,	.	.	.	.	1 00
Moen, Miss,	.	.	.	.	1 00
Moen, Mrs. P. L.,	.	.	.	.	1 00
Moore, Mrs. Jesse,	.	.	.	.	1 00
Morgan, Mrs. Charles,	.	.	.	.	1 00
Morse, Mrs. Emma D. F.,	.	.	.	.	1 00
Murdock, Mrs. Julia T.,	.	.	.	.	1 00
Newton, Mrs. George L.,	.	.	.	.	1 00
Partridge, Miss J. A.,	.	.	.	.	1 00
Perley, Miss Mary N.,	.	.	.	.	1 00
Pond, Mrs. W. F.,	.	.	.	.	1 00
Pratt, Mrs. M. F.,	.	.	.	.	10 00
Reed, Mrs. Charles,	.	.	.	.	1 00
Reeves, Mrs. Nellie F.,	.	.	.	.	1 00
Reinsburg, Miss Florence,	.	.	.	.	1 00
Rheutan, Mrs. A. A.,	.	.	.	.	1 00
Rice, Mrs. W. E.,	.	.	.	.	5 00
Rice, Mr. W. W.,	.	.	.	.	5 00
Rice, Mrs. W. W.,	.	.	.	.	5 00
Robinson, Mrs. J. H.,	.	.	.	.	1 00
Russell, Mrs. H. J.,	.	.	.	.	1 00
Sanford, Miss M. L.,	.	.	.	.	1 00
Sargent, Miss Mary F.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$152 00

<i>Amount brought forward,</i>	.	.	.	.	\$152 00
Sawyer, Mrs. M. H.,	.	.	.	.	1 00
Schmidt, Mr. H. F. A.,	.	.	.	.	1 00
Schmidt, Mrs. H. F. A.,	.	.	.	.	1 00
Searls, Mrs. Kate R.,	.	.	.	.	1 00
Sibley, Mrs. L. M.,	.	.	.	.	1 00
Sinclair, Prof. J. E.,	.	.	.	.	1 00
Sinclair, Mrs. J. E.,	.	.	.	.	1 00
Stearns, Miss Hattie L.,	.	.	.	.	1 00
Stebbins, Mr. Calvin,	.	.	.	.	1 00
Stebbins, Mrs. Calvin,	.	.	.	.	1 00
Stone, Mrs. Abbie L.,	.	.	.	.	1 00
Sumner, Mrs. Abbie L.,	.	.	.	.	1 00
Thayer, Mr. E. D.,	.	.	.	.	1 00
Thayer, Mrs. E. D.,	.	.	.	.	1 00
Tolman, Mrs. Edward,	.	.	.	.	1 00
Waites, Mrs. Alfred,	.	.	.	.	1 00
Washburn, Mrs. Charles G.,	.	.	.	.	25 00
Watson, Mrs. J. B.,	.	.	.	.	1 00
Wheeler, Dr. Leonard,	.	.	.	.	1 00
Whitcomb, Mrs. C. C.,	1 00
Whitney, Mrs. Edward,	1 00
Witter, Mrs. H. M.,	2 00
Wyman, Miss Florence,	1 00
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					\$200 00

Note: As one-half of the above sum was received after the treasurer's accounts for the year ending Sept. 30 were closed, this amount will appear in the receipts for 1895.

NORMAL KINDERGARTEN CLASS.

Through Mrs. CAROLINE C. VOORHEES, CAMBRIDGEPORT.

Casey, Miss Lizzie J., Worcester, . . .	\$1 00
Corbett, Miss Susan W., Cambridge, . . .	1 00
Dwyer, Miss Mary T., Cambridge, . . .	1 00
Philbrook, Miss Mary N., Everett, . . .	2 00
Voorhees, Mrs. Caroline C., . . .	1 00
Voorhees, Miss Marguerite L., . . .	1 00
Wood, Miss Emma C., Woburn, . . .	2 00

\$9 00

Note: As the above sum was received after the treasurer's accounts for the year ending Sept. 30 were closed, it will appear in the receipts for 1895.

LIST OF EMBOSSED BOOKS.

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND, BOSTON, 1894.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	-
Andersen, Hans. Stories and Tales,	1	\$3 00
Arabian Nights, six Selections by Samuel Eliot,	1	3 00
Burnett, Frances H. Little Lord Fauntleroy,	1	3 00
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Children's Fairy Book, arranged by M. Anagnos,	1	2 50
Chittenden, L. E. The Sleeping Sentinel,	1	25
Coolidge, Susan. What Katy Did,	1	2 50
Eclectic Primer,	1	40
Ewing, J. H. The Story of a Short Life,	1	2 00
Greene, Homer. The Blind Brother,	1	2 00
Hale, Rev. E. E. The Man without a Country,	1	50
Harte, Bret. The Queen of the Pirate Isle,	1	40
Heidi, translated from the German by Mrs Brooks,	2	5 00
Kingsley, Charles. Greek Heroes,	1	2 50
Kingsley, Charles. Water Babies,	1	2 50
Little Ones' Story Book,	1	40
Poulsson, Emilie. Bible Stories in Bible Language,	1	3 00
Poulsson, Emilie. Stories for Little Readers,	1	40
Richards, Laura E. Captain January, and other stories,	1	1 50
Sewell, A. Black Beauty,	1	3 00
Standard Braille Primer, revised,	1	50
Turner's First Reader,	1	40
Twelve Popular Tales, selected by H. C. Lodge,	1	2 00
Wiggin, Kate D. The Story of Patsy,	1	50
Wiggin, Kate D. A Christmas Dinner,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
Script and point alphabet sheets, per hundred,	-	5 00

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
GENERAL LITERATURE.		
American Prose,	2	\$6 00
Cooke, Rose Terry. The Deacon's Week,	1	25
Dickens, Charles. Christmas Carol, with extracts from "Pickwick Papers,"	1	3 00
Dickens, Charles. David Copperfield,	5	15 00
Dickens, Charles. Old Curiosity Shop,	3	12 00
Eliot, George. Adam Bede,	3	9 00
Eliot, George. Janet's Repentance,	1	3 00
Eliot, George. Silas Marner,	1	3 50
Emerson, R. W. Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
Goldsmith, Oliver. The Vicar of Wakefield,	1	3 00
Hawthorne, Nathaniel. The Scarlet Letter,	2	5 00
Hawthorne, Nathaniel. Tanglewood Tales,	2	4 00
Johnson, Samuel. Rasselas, Prince of Abyssinia,	1	2 50
Lubbock, Sir John. The Beauties of Nature,	1	2 50
Lytton, Edward Bulwer. The Last Days of Pompeii,	3	9 00
Macaulay, Thomas B. Essays on Milton and Hastings,	1	3 00
Martineau, Harriet. The Peasant and the Prince,	1	3 00
Ruskin, John. Sesame and Lilies,	1	2 50
Scott, Sir Walter. The Talisman,	2	6 00
Scott, Sir Walter. Quentin Durward,	2	6 00
POETRY.		
Anagnos, Julia R. Stray Chords,	1	2 00
Bryant, W. C. Poems,	1	3 00
Byron, Lord. Hebrew Melodies and Childe Harold,	1	3 00
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FOR THE

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BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 16, 1895.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-fourth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

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 Endicott, Miss Mary E., Beverly.
 Endicott, William, Jr., Boston.
 Ernst, C. W., Boston.
 Evans, Mrs. Glendower, Boston.
 Everett, Mrs. Emily, Cambridge.
 Fairbanks, Miss C. L., Boston.
 Farlow, George A., Boston.
 Farnam, Mrs. Ann S., New Haven.
 Faulkner, Mrs. Charles, Boston.
 Faulkner, Miss Fannie M., Boston.
 Fay, Mrs. Dudley B., Boston.
 Fay, H. H., Boston.
 Fay, Mrs. H. H., Boston.
 Fay, Mrs. Joseph S., Jr., Boston.
 Fay, Miss Sarah B., Boston.
 Fay, Miss S. M., Boston.
 Ferguson, Mrs. C. H., Dorchester.
 Ferris, Miss E. M., Brookline.
 Ferris, Mrs. Mary E., Brookline.
 Field, Mrs. E. E. V., Milton.
 Fields, Mrs. James T., Boston.
 Fiske, Mrs. Joseph N., Boston.
 Fitz, Mrs. W. Scott, Boston.
 Folsom, Charles F., M.D., Boston.
 Foote, Miss M. B., Cambridge.
 Forbes, John M., Milton.
 Foster, Miss C. P., Cambridge.
 Foster, Mrs. Emily Wells, Hart-
 ford, Conn.
 Foster, Francis C., Cambridge.
 Foster, Mrs. Francis C., Cam-
 bridge.
 Foster, John, Boston.
 Freeman, Miss Harriet E., Boston.
 French, Jonathan, Boston.
 Frothingham, Miss Ellen, Boston.
 Frothingham, Rev. Octavius B.,
 Boston.
 Fry, Mrs. Charles, Boston.
 Fuller, Mrs. Caroline A., West
 Hingham.
 Fuller, Mrs. Samuel R., Malden.
 Gaffield, Thomas, Boston.
 Galloupe, C. W., Boston.
 Gammans, Hon. George H.,
 Charlestown.
 Gammell, Mrs. Wm., Providence.
 Gardiner, Charles P., Boston.
 Gardner, George A., Boston.
 Gardner, Mrs. John L., Boston.
 George, Charles H., Providence.
 Gill, Mrs. Francis A., Boston.
 Glidden, W. T., Boston.
 Glover, Miss Caroline L., Boston.
 Glover, Joseph B., Boston.
 Goddard, Miss Matilda, Boston.
 Goddard, William, Providence.
 Goff, Darius L., Pawtucket, R. I.
 Goff, Lyman B., Pawtucket, R. I.
 Goldthwait, Mrs. John, Chestnut
 Hill.
 Gooding, Rev. Alfred, Portsmouth,
 N. H.
 Goodman, Richard, Lenox.

- Goodnow, Mrs. Lucie M., Cambridge.
Goodwin, Miss A. M., Cambridge.
Gordon, Rev. George A., D.D., Boston.
Gray, Mrs. Ellen, New York City.
Green, Charles, Boston.
Greenleaf, Mrs. James, Cambridge.
Griffin, S. B., Springfield.
Grover, Mrs. William O., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, Mrs. Florence Howe, Plainfield, N. J.
Hall, Miss L. E., Hanover.
Hall, Miss Minna B., Longwood.
Hall, Mrs. Martin L., Boston.
Hammond, Mrs. Gardiner G., Jr., Boston.
Hammond, Mrs. George W., Boston.
Hanscom, Dr. Sanford, Somerville.
Haskell, Edwin B., Auburndale.
Haskell, Mrs. Edwin B., Auburndale.
Haven, Miss Eliza A., Portsmouth, N. H.
Haven, Mrs. Lucy B., Lynn.
Hayden, Mrs. Isaac, Roxbury.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Head, Charles, Boston.
Head, Mrs. Charles, Boston.
Heard, J. T., M.D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. Charles P., Boston.
Henshaw, Mrs. Harriet A., Boston.
Herford, Rev. Brooke, England.
Hersey, Charles H., Boston.
Higginson, Frederick, Brookline.
Higginson, Henry Lee, Boston.
Higginson, Mrs. Henry Lee, Boston.
Hill, Dr. A. S., Somerville.
Hill, J. E. R., Boston.
Hill, Mrs. T. J., Providence.
Hodges, Dr. R. M., Boston.
Hodgkins, Frank E., Somerville.
Hodgkins, William A., Somerville.
Hogg, John, Boston.
Hollis, Mrs. S. J., Lynn.
Holmes, Charles W., Stanstead, Canada.
Holmes, John H., Boston.
Hooper, E. W., Boston.
Hooper, Mrs. R. C., Boston.
Horton, Mrs. William H., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Boston.
Howard, Hon. Henry, Providence.
Howe, Henry Marion, Boston.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howland, Mrs. O. O., Boston.
Hunnewell, Francis W., Boston.
Hunnewell, H. H., Boston.
Hunnewell, Mrs. H. S., Boston.
Hutchins, Mrs. Constantine F., Boston.
Iasigi, Miss Mary V., Boston.
Ingraham, Mrs. E. T., Wellesley.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. Dr. J. A., Manchester, N. H.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Cambridge.
James, Mrs. Clitheroe Dean, Brookline.
James, Mrs. Julia B. H., Boston.
Jenks, Miss C. E., Boston.
Johnson, Samuel, Boston.
Jones, Mrs. Edward C., New Bedford.
Jones, Miss Ellen M., Boston.
Jordan, Mrs. E. D., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.

- Kendall, Miss H. W., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, Mrs. Henry P., Boston.
Kilmer, Frederick M., Somerville.
Kimball, Mrs. David P., Boston.
Kimball, Edward P., Malden.
Kimball, Mrs. M. Day, Boston.
Knapp, George B., Boston.
Knowlton, Daniel S., Boston.
Kramer, Henry C., Boston.
Lamb, Mrs. Annie L., Boston.
Lamson, Miss C. W., Dedham.
Lang, B. J., Boston.
Lang, Mrs. B. J., Boston.
Lawrence, James, Groton.
Lawrence, Mrs. James, Groton.
Lawrence, Rt. Rev. Wm., Cambridge.
Lee, George C., Boston.
Lee, Mrs. George C., Boston.
Lee, Henry, Boston.
Lily, Mrs. Amy H., London, Eng.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Littell, Miss S. G., Brookline.
Lodge, Mrs. Anna C., Boston.
Lodge, Hon. Henry C., Boston.
Longfellow, Miss Alice M., Cambridge.
Lord, Rev. A. M., Providence, R. I.
Loring, Mrs. W. Caleb, Boston.
Lothrop, John, Auburndale.
Lothrop, Mrs. Thornton K., Boston.
Lovering, Mrs. Charles T., Boston.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Miss Amy, Boston.
Lowell, Augustus, Boston.
Lowell, Charles, Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. George G., Boston.
Lowell, Miss Georgina, Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Luce, Matthew, Boston.
Lyman, Arthur T., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Brookline.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Manning, Mrs. Mary W., Brooklyn, N. Y.
Marcy, Fred. I., Providence.
Marrett, Miss Helen M., Standish, Me.
Marston, S. W., Boston.
Marvin, Mrs. E. C., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
Matchett, Mrs. W. F., Boston.
Matthews, Mrs. A. B., Boston.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, F. W. G., Dorchester.
Merriam, Charles, Boston.
Merriam, Mrs. Charles, Boston.
Merritt, Edward P., Boston.
Metcalf, Jesse, Providence.
Meyer, Mrs. George von L., Boston.
Minot, Francis, M.D., Boston.
Minot, J. Grafton, Boston.
Minot, The Misses, Boston.
Mixer, Miss Madeleine C., Boston.
Montgomery, William, Boston.
Morgan, Eustis P., Saco, Me.
Morgan, Mrs. Eustis P., Saco, Me.
Morison, John H., Boston.
Morison, Mrs. John H., Boston.
Morse, Mrs. Leopold, Boston.
Morse, Miss Margaret F., Jamaica Plain.
Morss, A. S., Charlestown.
Morton, Edwin, Boston.
Motley, Mrs. E. Preble, Boston.
Moulton, Miss Maria C., Boston.
Neal, George B., Charlestown.
Nevins, David, Boston.
Newell, Mrs. M. Abbie, Boston.

- Nichols, Mrs. Frederick S., Boston.
Nichols, J. Howard, Boston.
Nickerson, Andrew, Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Grenville H., Boston.
Norcross, Miss Laura, Boston.
Norcross, Mrs. Otis, Jr., Boston.
Noyes, Hon. Charles J., Boston.
Ober, Louis P., Boston.
Oliver, Dr. Henry K., Boston.
Osborn, John T., Boston.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Paine, Mrs. Robert Treat, Boston.
Palfrey, Mrs. Francis W., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Richard T., Boston.
Parkinson, John, Boston.
Parkinson, Mrs. John, Boston.
Parkman, George F., Boston.
Payson, S. R., Boston.
Peabody, Rev. Endicott, Groton.
Peabody, F. H., Boston.
Peabody, Frederick W., Boston.
Peabody, O. W., Milton.
Peabody, Mrs. Robert S., Brookline.
Peabody, S. E., Boston.
Perkins, Charles Bruen, Boston.
Perkins, Mrs. C. E., Boston.
Perkins, Edward N., Jamaica Plain.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Boston.
Phipps, Mrs. John A., Boston.
Pickering, Mrs. Edward, Boston.
Pickman, Mrs. D. L., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierce, Mrs. M. V., Milton.
Pierson, Mrs. Mary E., Windsor, Conn.
Pope, Mrs. A. A., Boston.
Porter, Charles H., Quincy.
Potter, Isaac M., Providence.
Potter, Mrs. Warren B., Boston.
Powars, Miss Mary A., Boston.
Pratt, Elliott W., Boston.
Pratt, Mrs. Sarah M., Boston.
Prendergast, J. M., Boston.
Putnam, Mrs. S. R., Boston.
Rand, Arnold A., Boston.
Rantoul, Miss Hannah L., Beverly.
Rantoul, Robert S., Salem.
Reardon, Dennis A., Boston.
Reed, Mrs. William Homer, Boston.
Reynolds, Walter H., Boston.
Rice, Mrs. Henry A., Boston.
Richards, Mrs. Cornelia W., Boston.
Richards, Miss Elise, Boston.
Richards, Mrs. Laura E., Gardiner, Me.
Richardson, John, Boston.
Richardson, Miss M. Grace, New York.
Richardson, Mrs. M. R., Boston.
Richardson, William L., M.D., Boston.
Robbins, Royal E., Boston.
Roberts, Mrs. A. W., Somerville.
Robertson, Mrs. Alice Kent, Charlestown.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Miss Clara B., Boston.
Rogers, Miss Flora E., New York.
Rogers, Henry M., Boston.
Rogers, Jacob C., Boston.
Rogers, Mrs. William B., Boston.
Ropes, John C., Boston.
Ropes, Mrs. Joseph A., Boston.
Ropes, Joseph S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.

- Russell, Miss Marian, Boston.
Russell, Mrs. William A., Boston.
Saltonstall, Mrs. Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Schaff, Capt. Morris, Pittsfield.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. Fred. R., Jr., Boston.
Sears, Frederick R., Boston.
Sears, Mrs. Knyvet W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Willard T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. Howland, Boston.
Shaw, Henry S., Boston.
Shaw, Miss Pauline, Boston.
Shaw, Quincy A., Boston.
Shepard, Harvey N., Boston.
Shepard, Mrs. T. P., Providence.
Sherwood, W. H., Boston.
Shinkle, Miss Camilla Hunt, Covington, Ky.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Slafter, Rev. Edmund F., Boston.
Slater, H. N., Jr., Providence.
Slocum, Mrs. W. H., Jamaica Plain.
Snelling, Samuel G., Boston.
Sohier, Miss E. D., Boston.
Sohier, Miss Elizabeth, Boston.
Sohier, Miss Emily L., Boston.
Sorchan, Mrs. Victor, Boston.
Spaulding, J. P., Boston.
Spaulding, Mrs. Mahlon D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., M.D., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Stearns, Mrs. Charles H., Brookline.
Stevens, Miss C. Augusta, New York.
Stewart, Mrs. C. B., Boston.
- Stone, Col. Henry, South Boston.
Storrs, Mrs. E. K., Brookline.
Sturgis, Francis S., Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Sarah H., Cambridge.
Swan, Robert, Dorchester.
Swan, Mrs. Robert, Dorchester.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Talbot, Mrs. Isabella W., North Billerica.
Tapley, Mrs. Amos P., Boston.
Tarbell, George G., M.D., Boston.
Temple, Thomas F., Boston.
Thaw, Mrs. William, Pittsburg, Penn.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Rev. George A., Cincinnati.
Thayer, Mrs. Harriet L., Boston.
Thayer, Prof. James B., Cambridge.
Thayer, Mrs. Nathaniel, Boston.
Thomas, Mrs. Joseph B., Boston.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Ticknor, Miss A. E., Boston.
Tilden, Miss Alice Foster, Milton.
Tilden, Miss Edith S., Milton.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Newtonville.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Tompkins, Eugene, Boston.
Torrey, Miss A. D., Boston.
Tower, Col. William A., Boston.
Townsend, Miss Sophia T., Boston.
Troup, John E., Providence.
Tuckerman, Mrs. C. S., Boston.
Turner, Miss Abby W., Randolph.
Turner, Miss Alice M., Randolph.
Turner, Mrs. M. A., Providence.
Underwood, Herbert S., Boston.
Upham, Mrs. George P., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Vose, Miss Caroline C., Milton

- Wainwright, Miss R. P., Boston.
Wales, George W., Boston.
Wales, Mrs. George W., Boston.
Wales, Joseph H., Boston.
Ward, Rev. Julius H., Boston.
Warden, Erskine, Waltham.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Ware, Miss Charlotte L., Cambridge.
Warren, J. G., Providence.
Warren, Mrs. J. Sullivan, Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Rev. Alfred F., South Boston.
Washburn, Hon. J. D., Worcester.
Waterston, Mrs. R. C., Boston.
Watson, Thomas A., Weymouth.
Watson, Mrs. Thomas A., Weymouth.
Webster, Mrs. John G., Boston.
Weeks, A. G., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Boston.
Weld, Mrs. William F., Boston.
Weld, W. G., Boston.
Wells, Mrs. Elizabeth S., Boston.
Wesson, J. L., Boston.
Wheelock, Miss Lucy, Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, Mrs. Charles T., Boston.
White, G. A., Boston.
Whitehead, Miss Mary, West Somerville.
Whitford, George W., Providence.
Whiting, Albert T., Boston.
Whiting, Ebenezer, Boston.
Whitman, Mrs. Sarah W., Boston.
Whitney, Miss Anne, Boston.
Whitney, Edward, Belmont.
Whitney, Henry M., Brookline.
Whitten, Mrs. Elizabeth S., Dorchester.
Whitwell, S. Horatio, Boston.
Whitwell, Miss S. L., Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Williams, Mrs. H., Boston.
Williams, Miss Louise H., Boston.
Wilson, Mrs. Maria Gill, Boston.
Winslow, Mrs. George, Roxbury.
Winsor, Mrs. Ernest, Chestnut Hill.
Winsor, J. B., Providence.
Winthrop, Mrs. John, Stockbridge.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, Mrs. J. H., Boston.
Wolcott, Roger, Boston.
Woodruff, Thomas T., Boston.
Woods, Henry, Boston.
Woolf, Benjamin E., Boston.
Worthington, Roland, Roxbury.
Young, Mrs. Benjamin L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS
OF THE
ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, October 9, 1895.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. Henry M. Howe presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President — Samuel Eliot, LL.D.

Vice-President — George S. Hale.

Treasurer — Edward Jackson.

Secretary — Michael Anagnos.

Trustees — William Endicott, Jr., Charles P. Gardiner, Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, S. Lothrop Thorndike and George W. Wales.

Arnold A. Rand, Capt. Morris Schaff of Pittsfield and Prof. James B. Thayer of Cambridge were afterwards elected members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 9, 1895.

To the Members of the Corporation.

LADIES AND GENTLEMEN:—The finance committee of the trustees, as authorized after full discussion at your last annual meeting, has decided to close the fiscal year one month earlier than hitherto, namely, on August 31, in order to give the time needed for preparing the reports of the treasurer and auditors for your meeting today. Hence our present report covers eleven months, from October 1, 1894, to August 31, 1895.

We are glad to report that the institution continues to prosper in all its branches, and to receive the approval and sympathy of the public. While we have no marked changes to record, there has been steady progress everywhere, and there is every reason to be thankful and gratified at the results of the year's work.

The number of pupils, as the following table shows, has increased materially:—

	1893-94.	1894-95.	Increase.
Pupils in the institution, . . .	146	153	7
Pupils in the kindergarten, . . .	59	64	5
Workmen in the shop,	13	14	1
Blind teachers and employés in all departments,	16	13	3 less.
Total,	234	244	10 inc.

The health of the pupils has been very good. There has been one death at the Massachusetts General Hospital from pneumonia, and one during the summer vacation from pulmonary consumption, in addition to the much lamented decease of Mr. Thomas Reeves, the talented, faithful and beloved head of the musical department.

The teachers have been earnest and skilful, the pupils industrious and successful.

Daily physical exercise, both in and out doors, has been required of all, except where valid reasons have prevented, and has received close attention. Our admirably equipped gymnasium and skilful instructors have contributed to its effectiveness.

In the literary department the instruction, which includes nearly all the branches taught in the best New England academies, still aims less at the accumulation of facts than to develop

the pupils' minds, and to teach them to observe, to reason and to express themselves clearly and simply.

Music continues to receive a very much greater share of attention than in schools for the sighted, because in its study and practice the blind are less at a disadvantage than in other matters, and because hence it affords them a less difficult means of support.

Manual training, conducted especially with a view to its educational effect, has had much attention.

POST-GRADUATE COURSE.

The present regular course stops about three years short of that given in the Latin school, and in other schools preparatory to college. Steps have been taken, and so far with success, to carry instruction farther, and eventually to cover, first, the requirements for admission to the best American colleges; second, much further instruction in the higher branches of music; and third, commercial law and the subjects taught in the so-called business colleges.

BLIND DEAF-MUTES.

For three years blind deaf-mutes have been instructed in the subjects regularly taught in the school, and thus far one pupil of this class has

been taught in the institution and two in the kindergarten, in every case with most encouraging results. Success in so extremely difficult a field of teaching, this rescue from absolute darkness and stillness, should, by its example, have an important encouraging and stimulating effect on many classes of children who have to struggle against disheartening obstacles. Welcome as are the direct tangible results of this work, we believe that they are many times outweighed in importance by its indirect effect, as an example of difficulty mastered and of effective help from man to man, and in awakening benevolence.

THE HOWE MEMORIAL PRESS.

Some important mechanical improvements have been made in the printing department, and eight new works, in ten volumes, have been issued.

In addition some forty-five pieces of sheet music for piano, voice and band, most of them from the works of the great composers, have been printed.

We have now in press a Latin-English lexicon, and Eysenbach's German grammar. The preparation of the lexicon, undertaken by the director, has been delayed by his very arduous labors in other directions.

WORKSHOP FOR ADULTS.

	1893-94.	1894-95.	
Its total sales have been .	\$16,735 43	\$16,912 71	\$177 28 incr.
Its total current expenditures have been	17,730 56	16,022 76	1,707 80 decr.
Loss,	966 37	—	—
Gain,	—	208 97	—

It thus appears that, in the past year, the work has been carried on at a profit of \$208.97. While we hope that the shop may become permanently self-supporting, the favorable record for the past year is very welcome, less because it is a relief to the community than because it substitutes industry and self-respect for idleness and its train of evils.

You are urged to buy and to urge your friends to buy these workmen's products. They are of excellent quality, and are sold at the same prices, quality for quality, as the goods with which they compete in the open market.

FINANCES.

We condense the following statement from the treasurer's report:—

Cash on hand Oct. 1, 1894, . . .	\$12,181 10
Total receipts during the year, . . .	163,824 08
	<hr/>
	\$176,005 18
Total expenditures and investments, . . .	145,704 36
	<hr/>
Balance on hand Aug. 31, 1895, . . .	\$30,300 82

Our sincere thanks are due to Mr. P. T. Jackson, who has kindly served us as treasurer *pro tempore* during the absence of the treasurer, Mr. Edward Jackson.

BEQUEST OF BENJAMIN HUMPHREY.

The institution has received twenty-five thousand dollars under the will of the late BENJAMIN HUMPHREY of Boston, who died on Oct. 20, 1894. For many years an invalid, and towards the end of his life blind, Mr. Humphrey was a member of our corporation, an ardent friend of the institution and an admirer of the work of the kindergarten. His legacy will be kept distinct in perpetuity as the BENJAMIN HUMPHREY FUND.

STEPHEN FAIRBANKS FUND.

The treasurer has received from the executors of the estate of Rev. WILLIAM O. MOSELEY, late of Newburyport, a legacy of ten thousand dollars. The terms on which this very generous bequest was made and which were accepted by the trustees are fully stated in the following extract from Mr. Moseley's will : —

To the Perkins Institution for the Blind, at South Boston, of which my honored father-in-law, STEPHEN FAIRBANKS, was for many years a trustee, and in which he took a great interest, I give the sum of ten thousand dollars (\$10,000), to be kept as a permanent fund as a testimonial of him.

In accordance with Mr. Moseley's wishes, the

money will be permanently invested, and known as the STEPHEN FAIRBANKS FUND for all time to come. In 1842, when Hon. Robert C. Winthrop was obliged to remove to Washington on account of his election to congress, he resigned his position as a member of this board, and Mr. Fairbanks was then appointed in his stead. Mr. Fairbanks served the cause of the blind with rare devotion, fulfilling his duties as trustee with scrupulous care until his death, which occurred in 1866, and the fund to which his name is to be attached is a deserved monument to his memory and a testimonial to Mr. Moseley's nobleness of heart and delicacy of feeling.

DEATH OF HON. LEVERETT SALTONSTALL.

In the death of this noble and venerated friend, which occurred on April 17, the institution suffered a severe loss. For nearly eight years he served us diligently as a trustee, and played an active and most important part in furthering the interests of the institution.

At a special meeting of the board on May 7 the following resolutions in his honor were unanimously passed: —

Whereas, our friend and coworker, the Hon. Leverett Saltonstall, has been taken from us, and *whereas* by his untimely death this board has suffered the loss of one of its distinguished and valued members, therefore be it resolved:

First. That we record our appreciation of the sterling character and manliness of our deceased associate and friend. Closely connected with him for so many years in the management of this institution, in which he took a deep interest, we have had ample time and opportunities of becoming thoroughly acquainted with his rare qualities and virtues, and it is with very great pleasure that we bear testimony to the wisdom of his counsels, the ripeness and soundness of his judgment, his clear foresight, his genial manners, his earnestness and integrity of purpose, his dignified bearing and his transparent rectitude. In his conduct justice and honor were the sole considerations. He endeared himself to a large circle of admirers and was welcome everywhere, for he carried into every word and act a generous nature, an unfailing courtesy and a heart full of sympathy and love. He was in the truest and best sense a gentleman, and his memory will be ever cherished and held precious by every member of this board.

Second. That we express to Mrs. Saltonstall and her family our sincere sympathy and condolence in a bereavement which is ours as well as theirs.

Third. That a copy of this preamble and resolutions be transmitted to Mrs. Saltonstall and her family.

DEATH OF MEMBERS OF THE CORPORATION.

Since the last annual meeting the institution has lost by death, besides Hon. LEVERETT SALTONSTALL, twenty-one of its valued and most highly esteemed corporate members. The list comprises HIRAM B. AYLESWORTH, one of the contributors to the printing fund and an honored citizen of Providence, R. I.; JOHN WILKINS CARTER of West Newton, a high-minded and

generous-hearted man, one who always labored assiduously for good in the community, and who had given of his efforts and his means for its promotion without aspiring to any reward other than the approval of his own conscience; BENJAMIN PIERCE CHENEY, the typical New Englander and railroad magnate, who held many prominent positions in the financial world and whose name stood foremost among the public-spirited citizens of Massachusetts and the highly successful and most honorable business men of the country; Rev. GEORGE E. ELLIS, D.D., LL.D., who was a believer in a gospel of good works as opposed to that of mere pretension, and whose career as a minister, as a man of letters and as a publicist was eminently distinguished; ALBERT GLOVER, who shared many of the virtues of a family well known and highly esteemed for numerous deeds of generosity and benevolence, and in whose demise a sweet, genial, kindly and sympathetic spirit has taken its flight; WILLIAM O. GROVER, inventor, manufacturer and banker, who was most generous in his benefactions, contributing liberally but unostentatiously to innumerable educational and charitable objects, and who leaves in the community a vacancy that cannot be filled; Hon. HAMILTON ANDREWS HILL, who was noted for his ardent interest in all things pertaining to Boston, and who is held in tender remembrance by the friends of the blind

for the faithful service which he rendered to the institution for several years as a trustee; Mrs. JOHN HOGG, whose deeds of benevolence were many and performed with rare grace, which added to their value; Hon. HENRY OSCAR HOUGHTON, the senior member of the foremost publishing house of Boston, who was highly respected for his capacity, business integrity, foresight, thrift and self-reliance, and whose interest in public affairs and especially in those of Cambridge was very deep; BENJAMIN HUMPHREY, one of the old-time Bostonians, who was an invalid totally deprived of the sense of sight for a number of years, and whose last will and testament contained ample proof of his deep sympathy with the blind and the aged; CHARLES S. KENDALL, a man of sterling integrity and worth, whose death awakened feelings of profound sorrow in the hearts of his many friends and associates; Miss ANNA CABOT LOWELL, who was always a ready and generous helper of every deserving cause, and through whose "veins coursed proudly the blood of honored sires and matrons" and expressed itself in a rare gentleness, grace and dignity; Miss SARAH L. MARSH of Hingham, whose life was an exemplification of goodness, generosity and beneficence; CHARLES J. MORRILL, who has been a conspicuous figure in the commercial life of Boston for a long while, and who, in the various offices he

held, performed the duties required of him with commendable zeal, strict honesty and sterling fidelity; GEORGE HENRY QUINCY, who was one of the best known citizens of Boston in connection with works for the benefit of humanity, and who spared neither time nor effort to bring philanthropic plans to a successful issue; Hon. ALEXANDER HAMILTON RICE, a man of great business ability, of polished and graceful eloquence, of lofty patriotism and of spotless character, upon whom the state of Massachusetts conferred the highest office in her gift, namely, that of governor of the commonwealth; HENRY SALTONSTALL, who was held in high esteem for his many virtues, and in whose death the cause of the education of the blind has lost one of its most thoughtful friends and munificent helpers; Mrs. MARY B. TURNER of Randolph, who filled a very prominent place in the roll of the benefactors of the little sightless children, and whose profound interest in the work of the kindergarten was expressed in a most generous bequest, which will be a lasting monument to her benevolence and her love for humanity; JOSEPH AVERY WHITE of Framingham, a man of generous impulses and one who was disposed to help on every just and righteous cause; Miss SARAH WATSON WHITNEY, who lived a life that was noble and useful to its very close, full of good deeds and acts of kindness, and with whom the

cause of the blind never ceased to be an object of active interest; and Hon. ROBERT CHARLES WINTHROP, who held high rank among the first citizens and illustrious sons of Massachusetts, and who from his early manhood to the time of his death had been one of the most distinguished men in the United States.

COMMENCEMENT EXERCISES.

The commencement exercises took place in the Boston Theatre on June 4, 1895, before an appreciative audience of over twenty-five hundred people, and showed the proficiency not only of the graduating class, but of the other pupils of the parent school, and of those of the kindergarten, all of whom were picturesquely disposed on the stage.

After the band, consisting of twenty-two pupils of the institution under the direction of Mr. W. L. Stover, had played an overture, Dr. Samuel Eliot, the president of the corporation, made the following pithy address of welcome:—

Our young people wish me to bid you welcome to these exercises, which have begun with the overture by the band. All of us are glad to show to this great audience the advantages which we enjoy, and among these advantages not the least is the interest in the welfare of these children which your presence here this afternoon betokens. You are interested in them not because of any special unhappiness of theirs, for they are very far from being unhappy; they are

rather happy in being able to overcome their chief drawback, and in their position there are many compensations. But the exercises of this afternoon, which will range through the whole work of the school, from that of the young boys and girls of the kindergarten up to that of the graduating class, will show you without my words that this institution is one which deserves all the interest and all the support which a generous community can give it.

The first exercise which we have to present to you is one of reading, a selection, the "King of the Golden River," by Ruskin. These girls have never had the books from which they will read placed in their hands until this afternoon. They have been preparing to read to you from them while the band has been playing; but it is so far from a cut and dried exercise that if there is the slightest need of asking your indulgence I ask it.

Next six girls, who from the first had been reading books in raised letters, now read aloud from them, and almost at sight, for they had never read these books till then. Most interesting among them was the blind deaf-mute Edith Thomas, who, as she read with one hand, spelled in the hand of another blind girl what she read, and the latter in turn spoke the words as fast as she received them. This difficult task, requiring great dexterity especially on the part of Edith Thomas, was done so quickly that it seemed as if the speaker was telling the story to the reader instead of receiving it from her.

Next followed an exhibition by the kindergarten children, described elsewhere.

A violin fantasy was very creditably played by T. A. Leutz, and two songs by the Romana double quartet of girls.

Twelve boys, led by their drill-master, Col. J. H. Wright, next marched so well and went through the rifle-drill so skilfully that one could hardly believe them blind. They were followed by nine girls who performed gymnastic exercises with ease and grace, under the direction of Miss Gazella Bennett.

Each of the boys of the graduating class, R. E. Miller, F. J. Muldoon and W. Gosselin, now dexterously performed interesting experiments in physics, with instruments made in the upholstery and sloyd departments. To them and the fourth graduate of the class, Alice M. Bannon, Dr. Eliot then presented their diplomas with the following eloquent words :—

Now comes the happy moment when your diplomas are to be placed in your hands. They are the gift of your director and your teachers. The trustees are always glad to take part in awarding them, if only to show their appreciation of your good work now coming to an end; I mean your good work in the school; but your good work which you have commenced here I hope will go on for long years to come before it reaches its close, for you have been prepared by what you have done to be entitled to these diplomas for the good work of a lifetime.

I do not propose to give you much advice, which is a thing customary at such times as this, for I do not believe in advice on every possible occasion. You need to feel a

very strong, honest, deep reliance upon yourselves, and not upon the counsels of others. You need to feel that the world to you will be very much what you choose to make of it, and that the life to be lived in the world will be very much according to the purpose which you form, and which nobody can possibly form for you.

I read a little while ago of a graduate of one of our southern schools, the one at Tuskegee, of which I hope you have heard. It is a school for colored people, carried on by colored people, and it is one of the noblest schools in the whole wide world. One of its graduates wished to build a school-house in which he could teach some of his people. He had in some way secured sufficient lumber for the purpose, but he hadn't any nails to drive into the planks. He did not do as some persons would have done, sit down and cry out, "I wish somebody would send me a barrel of nails, or send me something so that I could build this school-house." But he knew of a shanty that had been burned, and he groped among the ruins and picked out from the ashes nails enough to put the school-house together.

You have had a great deal done for you, you have been receiving help of a very precious nature from your director, teachers and others; and now comes the time when you are to prove what you have received, and when you can serve others as you have been served yourselves. The law of life has been declared,—that we live to minister to others rather than to be ministered unto. One idea we should keep before us, and that is to do whatever we can to help men. You have been trained on that principle, and you are ready to apply it. The living of one's life in a circle, and that circle comprising only one's self, is about as poor an existence as any one can conceive of or fall into. I am sure you have derived from your school some influence which will lead you in a very different course, and that you are

not going to live in a circle, but on a straight line, and that straight line leading you from one beautiful service to another until your days are completed.

You have something which you owe your school, and this is to show in your life that your school has been one to inspire its pupils. There are schools that can teach and help a little, but there are not so many schools as I wish there were that thoroughly inspire their pupils from beginning to end. So, as you go through life, show that this school has inspired you.

Alice Maud Bannon, Wilfred Gosselin, Reuel Eugene Miller, Frederick James Muldoon: Take these diplomas, my dear young friends, with the good wishes of all who are in this great house this afternoon, and remember that their good wishes will follow you hereafter.

After the exercises had been ended by a stirring chorus several friends made welcome gifts to the institution.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
CHARLES P. GARDINER,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

REPORT OF THE DIRECTOR.

Thanks for the year!—whose rapid flight

My sombre muse too sadly sings;

Thanks for the gleams of golden light

That tint the darkness of their wings.

—SAXE.

To the Board of Trustees.

GENTLEMEN :—To give a detailed account of the work of the various departments of the school during the past twelve months would be to repeat the main features of the tale which has been so often told. Yet it is of the utmost importance that the friends and helpers of the blind should be kept constantly informed of the condition and concerns of the establishment, as well as of its present wants and future prospects. Hence the necessity for preparing the annual report, which I have the honor to submit herewith for your consideration.

The year just closed has been one of uninterrupted prosperity and continued progress in every department of the institution.

The pupils have made a good record both in general conduct and in point of scholarship. They have been quiet, docile and industrious, and their physical, intellectual and moral improvement has been highly satisfactory.

The teachers and other officers have discharged their respective duties with ability and devotion.

The methods of instruction and training have been simplified and made more rational, lucid and natural, and the results obtained from their application have been excellent.

REGISTRY OF BLIND PERSONS.

Bring me just notice of the numbers.

—SHAKESPEARE.

The record book shows that at the opening of the last school year there were 234 blind persons connected with the institution in its various departments as pupils, teachers, employés and work men or women. Since then 33 have been admitted and 23 have been discharged, making the total number at present 244. Of these, 166 are in the parent school at South Boston, 64 in the kindergarten at Jamaica Plain and 14 in the industrial department for grown-up persons.

The first class includes 153 pupils, 10 teachers and other officers and 3 domestics ; the second class comprises 64 little boys and girls; and the third 14 men and women employed in the workshop for adults.

We have reached the utmost limit of our accommodations in the girls' department, and we must consider seriously and without further de-

lay the question of adding to our buildings and of making sufficient provision for the immediate reception of all eligible candidates, a large number of whom are constantly seeking admission.

HEALTH OF THE INMATES.

Health is the first good lent to men ;
A gentle disposition then,

— ROBERT HERRICK.

It is with a sense of profound gratitude that I present to you the following very favorable report of the health of the school. None of the contagious diseases, which have been prevalent in the community around us, has invaded the institution. In addition to a few instances of tonsillitis and to the usual number of ordinary ailments, there have been two cases of severe sickness, both of which, I am grieved to say, terminated fatally. Frank Henry Smalley of Belfast, Me., a young man of an amiable disposition, entered the institution on the 20th of September, 1892. In January last he contracted a heavy cold, and on the 28th of that month it became evident that he was threatened with an attack of pleurisy. By the advice of Dr. Homans he was removed to the Massachusetts General Hospital on Wednesday, the 29th, and on the evening of the following day he died of pneumonia, combined with pleurisy, leaving behind him a pleasant memory and a record of honesty and uprightness. The second case of mortality

was that of Eva Curtis Wilson of Fairfield, Me. She began to be ill early in June with what seemed to be merely a nervous cough, and was taken home by her father on the 11th of that month. Immediately after her arrival there a physician was called, who pronounced the cause of her sickness to be tuberculosis of the lungs. The insidious disease developed so rapidly that the dear girl died on the 25th of July, lamented by her loving parents (whose only child she was), by her teachers and schoolmates and by a host of other friends.

DEPARTMENT OF PHYSICAL EDUCATION.

The muscle, sinew and vein,
Which tile this house, will come again,

— DONNE.

Of the three great branches into which education, considered in its broadest sense, may be divided, — physical, intellectual and moral, — the first is the most important, because it is the most essential and fundamental. For mental vigor and moral supremacy can hardly be sustained and thrive in a weak and sickly corporeal organism. They require a perfect and fit dwelling, a salubrious environment and a reliable supply of nutriment.

The body and mind are so closely bound up with each other that the sanity of the latter depends largely upon the integrity of the former.

As Chatfield aptly remarks, they are “harnessed together to perform in concert the journey of life.” They are two well-fitting halves of a perfect whole, and the normal condition and the regularity of the functions of the one are necessary for those of the other. A disturbance in any part of the corporeal organism is quite apt to cause its twin sister to falter, the spirits to droop or the temper to be ruffled. This intrinsic relationship is not merely an assumption or a hypothesis; it is a practical truth bequeathed and demonstrated to us by Hellenic national grandeur and verified by science. Therefore it is no wonder that when the bodily constitution is debilitated and enervated the intellect —

Is undermined from the lowest ground,
And her foundation forc'd and feeble'd quite.

Viewed from whatever stand-point, sound bodily health is all-important. We can think of no human activity which is not both physical and mental. Whether in the pursuit of a commercial or a business career or in a literary or professional vocation, no one can achieve success without a sound, vigorous body. He or she must have muscles strong enough to stand all strains; with nerves sufficiently steady to be efficient ministers of the brain and to execute faithfully its commands; with such an adequate expansion of the chest as to facilitate the play of the lungs and

ensure free respiration; with a circulatory apparatus so complete as to cause the “vital fluid” to flow quickly and nourish the tissues while carrying off the waste; and with digestive organs in such a healthy condition and good working order as to supply readily all the fuel necessary for the exhausting combustion which is constantly taking place in the system. On this point theorists and men of practical experience are agreed with entire unanimity. Nor is there a dissenting voice among them as to the importance and potency of regular exercise, by means of which health and strength are invariably promoted, functional disorders are removed, and the material organism can be so developed, disciplined and invigorated as to become a meet tabernacle for the indwelling mind, an obedient servant of the will and a most powerful instrument for the work of life.

The value and necessity of physical training are so universally recognized in our days that no scheme of education is considered complete which does not make appropriate provision for it. In the case of the blind, whose stamina are for obvious reasons far below the normal standard, and among whom jaded frames, flabby muscles, wearied brains and jarring nerves are more common than among seeing people, this particular feature is demanded with tenfold force.

In view of these facts physical training is not only an obligatory part of the school curriculum

in this institution, but is its corner-stone. The rule which regulates the attendance of the pupils in the class-room is no more rigid than that which requires them to repair to the gymnasium four times a week and to spend there forty-five minutes at a time. Here, under the immediate supervision and direction of competent teachers, they go through a series of exercises which are calculated to train the body as a whole to its full efficiency, to store force in the brain and the nervous system, to foster courage and resolution, to exhilarate the spirit and to give to the scholars in general that soundness of constitution, symmetry of form, energy of muscle, suppleness of joint, readiness of action, elasticity of movement and power of endurance which are theirs by birthright.

The results of this training show themselves clearly in various ways, and no intelligent observer can help noticing that a complete change and decided improvement have taken place in the size of the muscles, the conformation of the body, the personal appearance, the gait, the manners and the general development of the pupils since the introduction of regular gymnastic exercises. They now walk and run with more ease and freedom and show greater confidence in entering and leaving public conveyances than ever before, while their aversion to activity both physical and mental and their fear of treading on unfamiliar ground are correspondingly les-

sened. The power of attention and of adaptability to circumstances is increased, and at the same time the repugnance which the blind as a class are quite apt to manifest against any deviation from the usual routine of daily duties is materially diminished. Furthermore, headaches and other ordinary ailments are fewer in number and shorter in duration, habitual languor and disinclination to work are succeeded by energy and diligence, a responsive attitude and ready obedience are steadily cultivated, and some of the unsightly idiosyncrasies, which are peculiarly characteristic of the blind, such as rolling the head, swaying the body and twirling the fingers between the eye and the light, have entirely ceased to exist in an assemblage of more than sixty girls. Beyond and above all, the moral tone of the school has made a decided gain in excellence.

It is hardly possible to exaggerate the importance of the work which is accomplished along this line and which is unquestionably the most valuable that is done in the institution. But, while we take special delight in speaking of its worth in the warmest and most appreciative terms, we cannot refrain from stating in this connection that, great and highly beneficial as is the discipline of the gymnasium, it is not all-sufficient, and it should not constitute the sole reliance for a thorough system of physical educa-

tion. The play-ground must form a very essential part thereof. No indoor exercise, however excellent in itself and helpful in its effects, can take the place of hearty and vigorous activity in the open air. The advantages offered by the clear and unobstructed atmosphere, which, as “a talisman of magic fame,” —

Reflects, inflects, refracts the orient ray,

are unsurpassed. There is in it an abundance of one of nature's most powerful tonics, which causes new life and animation to run through every nerve and fibre, and which can be had only in limited quantities within the enclosure even of the most spacious and artistic piles of granite or of bricks and mortar. In order that the pupils may inhale freely this invigorating stimulant and drink copious draughts of it, they should be turned out of the buildings as often as possible and made to play and frolic under the ministry of that great solar force, that most benign and godlike agent known to man, that “keystone of the world-built arch of heaven,” the glorious sun, who, mounting his golden seat “replete with sevenfold fire,” animates and nourishes all nature, shedding beauty and life and joyance from above, and who plays the alchemist,—

Turning, with splendor of his precious eye,
The meagre cloddy earth to glittering gold.

LITERARY DEPARTMENT.

Solon the wise his progress never ceased,
But still his learning with his days increased.

— SIR J. DENHAM.

The work of this department has been carried on with marked skill and success; and will bear comparison with that which is done in the best public and private schools in the state of Massachusetts.

The academic department of the institution is well organized and supplied with an educational equipment commensurate with the requirements of the present day, and every effort has been made to procure and utilize to the best possible advantage such appliances as are likely to aid in the instruction of the pupils and place them as nearly on a level as possible with those who can see.

There has been a steady advance in the work of improving the methods of instruction and training according to the principles of sound pedagogy. The pupils have been taught to a very great extent not from text-books, but from things,—from heaven and earth. They have been gradually freed from the bonds of traditional verbalism and brought into active, intelligent and orderly relations with the world in which they live. They have been made to wrestle with difficulties until these were solved

in the Baconian fashion, and to think out what the book ought to say. The growth of mind, heart and will has been greatly helped by their coming into contact with nature, and trying to observe, investigate, test and discover its secrets. The mind never becomes robust and masterful unless it is nourished with a more substantial diet than that of words, and exercised in the open air of fact. It remains puny when it is secluded in the house of abstract ideas and fed exclusively on verbal mush.

Studies of nature, of cosmography and of human life, pursued in a rational and objective way, are not only the best means of mental development and discipline, but the great and sure sources of positive knowledge, power and inspiration. They tend to promote keenness of perception, to stimulate imagination, to strengthen judgment and to refine the taste. The stuffing of the intellect with statements of deductions and with minute descriptions of the shadows of things, and the mere memorizing of rules and accounts of events and experiences can hardly be considered as meeting the ends of education. Possessions of this kind are worse than useless. They encumber and sterilize the faculties of the mind, instead of enriching it and fertilizing them. It is to the practice or process of "learning by doing" and to the analysis, digestion and assimilation of facts that our teachers have been enjoined and are

urged to direct the energies of the pupils, rather than to demand from the latter glib and parrot-like repetition of the words of the printed page. The plan of voluble recitations out of a book is simply abominable, and should be speedily banished from every school in the land. Away with this Procrustean bedstead, this cramming-machine, this slayer of the spirit of inquiry and destroyer of the seeds of originality and of the instinct of creativeness! Instead of committing to memory words and sentences or names and dates, the learners should be led to perceive and handle, to measure and experiment, to discover for themselves processes, make their own rules, apply their knowledge, or gain it by their own powers of observation and doing, and to comprehend principles, causes, effects, differences, similarities and all the relations and combinations of facts. In this wise they enter into their mind-growth; they become organic.

In one of Montaigne's essays we read the following words: "The bees gather the sweets of every flower, but the honey they make is no longer that of thyme or marjoram, but purely their own. So should the pupil alter and transmute whatever he derives from others in order to make it all his own." This beautiful comparison, which is also found in the writings of Erasmus and Bacon, is full of significance and practical wisdom, and ought to serve as a guide

to every teacher. In further illustration of this point we quote the following words from the works of Edmund Burke: "The wisest in council, the ablest in debate and the most agreeable companion in the commerce of real life is that man who has *assimilated* to his understanding the greatest number of facts."

In order that the work of reforming the modes of instruction may be carried to its consummation, those engaged in it must possess superior intelligence and be well fitted for their task and in perfect sympathy with the new educational movements. This leads to the discussion of a most serious matter. It touches the root and nerve of the question of the intellectual equipment of the teachers and of their professional qualifications. These constitute the motive power in the progress of reorganization, and stand in importance second only to irreproachable moral character, and without them no change for the better can be achieved. If the training of the pupils is to be what it should be, it must be in charge of persons who are thoroughly familiar with the live, active, experimental and constructive methods, and who have enough of the genius of Froebel to understand that the mental constitution of the child is itself prescriptive of the course to be followed in its development, and that the various branches of knowledge should be taught not as ends but as means of study, as tools to open

for the learner the doors to the great world of activities and discoveries within his growing reach.

It may not be out of place to state in this connection, that in this institution we are distinctly in favor of vital and creative tendencies in instruction, and that it is our determination to follow the Froebelian spirit and to have our system of teaching reconstructed on the experimental or objective plan. Hence we deem it our duty to serve notice here and now to all concerned, that a fetish worship of the text-book or inability to escape from the clutches of the old-fashioned rote methods will be considered as a positive disqualification for any one who wishes to enter the service of the school or to be retained in it.

There have occurred but two changes in the corps of teachers. Mr. Guy G. Furnel, who has served as head master in the boys' department for two years with fidelity and success, has resigned his position in order to accept a more lucrative one at a private school in Providence, R. I., and has been succeeded by Mr. John Campbell Swift of New Bedford, a recent graduate of Brown University, and a young man of good parts and of superior literary attainments. Miss Mabel Townsend, an indefatigable worker and a most excellent teacher of mathematics, has withdrawn from the work of the institution, as

she is about to be married, and the vacancy thus created has been filled by the appointment of Miss Alice B. Dearborn, a graduate of the State Normal School at Framingham. The requirements of the post-graduate course have rendered it necessary to engage the services of Miss Lillian W. Patten as an additional teacher. Miss Ellen M. Boesen has been employed as assistant librarian, in place of Miss Alice M. Marshall, who has declined a reelection.

MUSIC DEPARTMENT.

Oh, surely, melody from heaven was sent
To cheer the soul, when tired with human strife,
To soothe the wayward heart, by sorrows rent,
And soften down the rugged road of life.

— HENRY KIRKE WHITE.

Music has always held an important place in our scheme of education, and the cultivation of this art in all its forms has been carried out in a thoroughly satisfactory manner.

In the boys' section of this department 59 pupils received instruction in the various branches of music. Of these, 5 studied the pipe organ, 44 the pianoforte, 6 the violin, 2 the flute, 13 the clarinet and 15 the various kinds of brass instruments; in the history of music there were 16 pupils, in harmony and composition 16 and in the advanced and juvenile singing classes 32. Moreover, 12 took private lessons in singing, and one of the students

of the post-graduate course received special instruction in composition from Mr. George W. Chadwick.

The music department has sustained a severe and almost irreparable loss in the decease of its principal teacher, Mr. Thomas Reeves, who died of pneumonia on the 20th of February, 1895. Mr. Reeves entered the institution as a pupil in 1853, graduated in 1863, was employed as instructor by Dr. Howe in 1868, became principal teacher in 1869, and held that position to the end of his earthly career. He was a man of pure life and upright character. Personally he was modest, retiring and unassuming, yet full of ardor and firmness. In him were combined frankness with gentleness, sincerity with tender regard for the feelings and rights of others, candor with conviction and sweetness with justice. In his profession he attained high rank. He was a talented musician, a lover of his art, a first-rate player of the pianoforte and an able and conscientious instructor. He labored most faithfully and with exemplary diligence to meet the requirements of his position in the best possible manner and to promote the interests of his pupils, and in his untimely death the cause of the musical education of the blind has been deprived of one of its indefatigable workers and earnest devotees, his brethren in affliction of a true friend and discreet counsellor, and his *alma mater* of one of her honored and loyal sons.

Mr. Edwin L. Gardiner, a graduate of the New England Conservatory of Music, who has had a few years' experience as musical director in one of the southern colleges for seeing persons, has been appointed principal teacher in place of Mr. Reeves.

In addition to this change, another has occurred in the corps of instructors in this department. Early in the spring Miss Louise Lawton, a young lady of refined taste, lovely disposition and excellent ability, gave notice of her decision to quit her work at the institution at the expiration of her engagement, on account of her private arrangements. Near the end of the school term she married, and Miss Mary E. Stetson of New Bedford, a graduate of the music department of Smith College, has been chosen to succeed her.

No changes have occurred in the personnel of the girls' branch of the music department, and the following account, prepared by the principal teacher, Miss Mary Phillips Webster, gives an idea of what has been therein accomplished during the past twelve months:—

During the past year there have been 53 pupils connected with this branch of the music department. Of these, 46 have studied the pianoforte (8 of whom took lessons a part of the year only), 12 singing, 2 the violin and 1 the pipe organ. In the chorus classes there have been 41 members in all.

The third class in harmony was discontinued in January, as some of the scholars needed the time given to it for other studies. The first class in harmony could hardly pay sufficient

attention to this branch, while the second one has done excellent work and has made marked progress.

The class in the history of the pianoforte has devoted six lessons to the history of the instrument itself and to that of its predecessors. Models of various actions both of an early and of a recent date were examined and the construction of the instrument was explained. The history of pianoforte music was then taken up and illustrated by specimens from compositions representing the different periods under consideration.

The normal class has studied staff notation, and after mastering the rudiments has begun to read in a very satisfactory manner from difficult music printed in the Braille characters. At the end of the school year two talks on teaching the pianoforte were given.

In acoustics, which was an entirely new study with us, we have made a beginning, using Broadhouse's book on this subject and Pole's *Philosophy of Music*.

Five pianoforte recitals have been given in the course of the year.

A literary and musical entertainment, which was given on the 19th of April for the benefit of the kindergarten for the blind, is worthy of more than passing mention. It was in the form of a play, and the girls, impersonating its different characters, crossed the stage one after the other to the sound of the pianoforte played by members of the school. Several of the pupils sang solos, while behind the scenes there were some effective choruses. It was a most interesting and successful performance, and its results were very encouraging.

As a whole, the work in music of the past year has been much better than that of the previous one.

Miss Mary H. Hoisington and Miss Edna A. Joslyn, who have been pursuing a special post-graduate course in music during the past four years, left us at the end of the term. They have

been of help to us both by taking a share in the teaching and by their influence for good among the younger pupils. We wish them all success, for we feel that they well deserve it.

Our stereotype-makers have been steadily used, and through their operation the supply of embossed music in Braille characters has been greatly increased, and not a few choice pieces have been rendered accessible to the touch of our pupils. Our collection of instruments has also been enlarged by the purchase of two new Knabe pianofortes and of several band instruments.

The superior internal advantages for a thorough musical education, which the institution provides for the recipients of its benefits and of which due mention has been made in former reports, have not suffered any diminution or contraction in the course of the past year. Nor have our advanced students been deprived of the usual external opportunities for attendance upon concerts, operas and recitals, in which some of the best works of the great masters were interpreted in the finest possible manner. On the contrary, they have been remembered very kindly by their stanch friend, Mr. Eugene Tompkins, proprietor of the Boston Theatre, and have received from time to time cordial invitations from him and from a host of others. For these favors, which are sources both of musical culture and of great pleasure to the blind, as well as for several excellent entertainments given in our own hall by eminent artists,

we owe a vast amount of gratitude to the distinguished musicians and to the societies, proprietors and managers, whose names are thankfully recorded in the list of acknowledgments.

In every department of the school, but especially in that of music, we miss more than words can express the sweet presence and the hopeful and refining influence of our beloved friend and constant visitor, Mr. John Sullivan Dwight.

On life's serene, high table-land
This calm, strong prophet took his stand,
Truth's universe at his command.

Mr. Dwight was one of the noblest and purest of a long line of scholars and public-spirited citizens of Boston, keenly alive to the intellectual and ardently appreciative of the beautiful. He lived on the highlands of thought and feeling, and breathed always the atmosphere of high purpose. In his tastes he seemed to be a Greek of the Periclean age. He loved art above everything, and his large ideals rendered him one of its best and most sympathetic critics and whole-souled admirers. In matters relating to it he was a true reformer and an earnest apostle, inspired with a zeal and determination to create an appreciation of what is exquisite and sublime not by force, but by the gentle persuasiveness which has always been the attribute of those who have made the world better and richer for

their coming. It would be no mere figure of speech to say, that he was the father of music in Boston, and he did more towards creating a correct musical taste in America than any other man of his time. Mr. Dwight was the embodiment of the spirit of optimism, and his character presented a remarkable combination of gentleness, serenity, firmness, ingenuousness and sunshine. His tenderness was as inexhaustible as his faith, his benevolence as infinite as his cheerfulness. He was royal by nature. Never did there fade from his face the trustful, happy, uplifted look. His was always —

A countenance in which did meet
Sweet records, promises as sweet.

He was ever ready to serve his fellow-men, and never lived in selfish indifference to the needs of the less fortunate among them. With him doing good was neither an exotic plant nurtured by artificial means in the greenhouse of ostentation, nor a puny product of a mere sense of duty. It was the bloom, the flower, the fruit of the completeness of his life.

Mr. Dwight took a most profound interest in the institution and its ministry to the needs of the blind. For eighteen years he served as a trustee with rare assiduity and devotion. It was chiefly due to his influence that very little so-called popular music was used in the school, and

that the time was mostly given to the classics from Bach to the masters of the present day. He not only urged this policy upon our teachers with persuasive earnestness, but devoted his time and talent to the translation and compilation of books in raised characters for the purpose.

Alas! this great helper and most valued adviser is gone from us. That intellectual and benignant face of his will never be seen on earth again. We shall no more clasp that friendly hand, always warm with the fresh pulsations from the generous heart; but his memory will live forever in the minds of those who have known and loved him.

TUNING DEPARTMENT.

Tuning to the water's fall,
The small birds sang to her.

—DRAYTON.

This department affords unsurpassed advantages for the study and practice of the art of tuning pianofortes, and through the training herein given many of our graduates find their way to one of the most desirable and profitable occupations accessible to the blind.

During the past year nineteen pupils have received instruction in tuning, and most of them have made very good progress. They have been taught to use tools of various kinds, and have manifested great interest in all parts of their

work, but especially in those which have direct reference to the making of ordinary repairs. This feature of their art is both attractive and encouraging to the learners, for it enables them to exercise whatever manual skill they may possess, and at the same time to realize that they are not laboring in vain and that their advancement can be easily seen and measured.

The quarters in which the work of this department is carried on can hardly be excelled either in commodiousness or in completeness of equipment, and the experience of another year shows that the change of manager, which was caused by the retirement of Mr. Joel W. Smith, has not been followed by deterioration or decadence of any sort.

Such additional instruments and appliances as were needed to facilitate the processes of instruction, and render them clear, impressive and effective, have been promptly procured. Indeed, nothing has been omitted or neglected which might help to give the pupils a thorough training in every particular; and it may be asserted with absolute truth, that those among them who go through the regular course in tuning master all its details, and become as skilful and as proficient in it as seeing workmen.

This attainment is most excellent and helpful, so far as it goes. Theoretical knowledge of the art of tuning, vitalized by such actual experience

in its application as our students usually obtain, is not to be disparaged. Verily, it is a valuable acquisition in itself. Nevertheless, it is not the greatest and highest, nor does it constitute a perfect guarantee of success. In order to be turned to advantage and become fruitful it should be accompanied by good morals; courteous manners, a pleasant address, gentlemanly conduct, freedom from objectionable habits, strict honesty in all dealings, tidiness of dress and personal neatness. These are indispensable. In a business as well as in a social and ethical point of view they are of far greater importance than the possession of an acute ear and of superior manual dexterity or technical skill, and without them it is hardly possible to secure favorable results.

Both the high standing which the tuning department has reached and the great popularity which it enjoys are mainly due to the untiring zeal and unremitting exertions of Mr. Joel West Smith, who conducted its affairs for more than a quarter of a century with marked ability and unrivalled success. It was he who organized it and brought it up to its present condition, and it was owing to his earnestness and constant effort that the work of the sightless tuners has received proper recognition and merited appreciation not only in Boston and Massachusetts but throughout New England and in many other

parts of the country. At the close of the last school term the relations of Mr. Smith with the institution were severed. Firmly believing that the *Mentor*, of which he finally became the sole editor and proprietor, was destined to serve as a potent organ in furtherance of the cause of the blind, he deemed it his duty two years ago to devote the whole of his time and energies to the advancement of the interests of that magazine, and resigned his position as instructor in and manager of the tuning department. He retained, however, a nominal place as general supervisor. In his retirement Mr. Smith will continue to have the warm regards and best wishes of his friends and of all those with whom he has been associated in the service of the institution for so long a period of years.

DEPARTMENT OF MANUAL TRAINING.

Be assured

We go to use our hands.

— SHAKESPEARE.

Manual training constitutes an integral part of our course of study, and is obligatory on every one of our pupils, be his tastes and inclinations or his aspirations and prospects in life what they may.

Day by day reflection and observation strengthen the conviction that this branch of education is

of the utmost importance to all children and youth, but especially to the blind, for it serves to develop their minds, to cultivate their touch to the highest degree of delicacy and to enable them not only to obtain distinct impressions and to form clearer perceptions and more accurate ideas of the outer world, but to become intelligent, expert workers in whatever they undertake to do.

The operations of both branches of our work department have been carried on with marked efficiency and commendable intelligence, and several of those trades and handicrafts which have stood the test of time and are still of practical utility, as they enable some of our graduates to eke out their living by the labor of their hands, have been taught by experienced and competent instructors. But we have continued to pay special attention to the sloyd methods of manual training, which are calculated to secure a symmetrical development of body and mind and to act as a tonic upon the moral activities.

This system is the offspring of physiological study and scientific investigation, and is based on sound pedagogical principles. Its aim is not so much to impart technical skill as to develop certain powers, physical, intellectual and moral, to cultivate such areas of the brain as are not reached by the regulation studies, to promote attention, cleanliness, precision, order and general dexterity, to teach the pupil how to express thought not

in words alone but in things, and to give him a knowledge of the value of manual labor, to increase his love for work and his longing for independence, and to strengthen his physical powers. Step by step the learner is drilled to handle deftly the knife, the splitting saw and the jack plane, and to master twenty-five other tools, each of which represents a particular kind of thought; and these he is made to use alternately with the right and left hand, so that the muscles of both sides of the body are equally exercised. Thoroughness is one of the requisites of sloyd, and the pupil is expected to work not only with exactness but with independence of reflection and execution. He is trained to think about what he is doing, and the instructor is not allowed to remedy any imperfections in the objects produced by him or to put any finishing touches to them, and thus habits of self-reliance are inculcated.

Another year's experience enables us to repeat with increased emphasis the statement made in our last annual report, namely, that the results already obtained through the ministry of sloyd "speak most eloquently in its favor and demand with tenfold force that its methods and spirit should be speedily transplanted into every branch of industrial and technical training and form the essence and foundation thereof. Sewing, knitting, crocheting, willow and upholstery work, mattress and basket making, cane-seating and weaving, all

should cease to be carried on in a hap-hazard and machine-like fashion, without the remotest reference to cause and effect, and should be rearranged and based on purely progressive principles. Unless this is done, and unless existing practices are radically reformed, manual training will remain lifeless and will fail to fulfil its highest purpose and its grandest mission."

I take very great pleasure in being able to report that our teachers have already begun to realize the seriousness and importance of this question of the reconstruction of our handicrafts on the sloyd basis, and that in a series of monthly meetings held in the course of the past year the matter was fully discussed in all its bearings. The necessity of taking immediate measures for reform in this direction was made clear to all by an array of facts and cogent arguments, and it is fervently hoped that the best and most scientific methods of manual training will be adopted ere long, and that our workrooms will be transformed from ordinary factories into nurseries of physical, intellectual and moral development, and into fields of brain culture as well as of technical skill.

EDITH M. THOMAS.

Here eyes do regard you
In eternity's stillness;
Here all is fulness,
Ye brave, to reward you.
Work and despair not.

— GOETHE.

The past year has been one full of steady progress and decided improvement for this interesting girl, and the wisdom of making her education conform strictly in every particular to that of the other pupils has been clearly demonstrated and its beneficial results have already become evident.

Edith is an uncommon girl. In many respects she has a unique character. She is far from being favored with a particularly sensitive physical organization, nor is she endowed with keen mental alertness or quickness of apprehension; but she possesses a good stock of common-sense, an inflexible will and an indomitable energy, so that by putting forth the best that is in her, she goes on with her work resolutely and unflinchingly, overcoming obstacles, conquering difficulties, keeping pace with her classmates and never faltering in the performance of any of her daily tasks. She is made of the Puritan stuff that fits children to show what courage and determination and perseverance and endurance can do.



EDITH M. THOMAS.

The same course of instruction, which has been fully described in former reports, has been pursued in her case during the past year with perfect regularity and with very gratifying results. Like the other members of her class, Edith was not compelled to learn by rote, to recite from memory of words alone, nor to study arbitrary rules, statistics and useless facts incapable of arousing interest. Far from it. The methods applied to her training have been altogether different. She has been taught to read intelligently, so as to feel the meliorating influence of books, to write legibly, to think clearly and to express her ideas in accurate language, to use her hands and mind with equal facility, to desire purely, to decide deliberately and to act promptly. Her education has been carried on under the careful direction of her teachers, who did for her many a thing that might help to illumine her intellect, widen her experience, strengthen her constructive instinct, fashion her life for the better, quicken her moral perception, sweeten her disposition, modulate and beautify her manner and bestow upon her remaining faculties the readiest and noblest use of their functions. Instead of striving to impress upon her their own personality, they have endeavored to lead her to express the truth that is in her, and to enable her to observe and to compare, to reason and to judge, to resolve and to do.

This sort of training has developed in Edith that creative and organizing force which marks the difference between the pupil who can originate and conceive new thoughts and ideas and the one who either unconsciously repeats or merely remembers, imitates and copies what he is told or what he reads on the printed page. Without the nurture of the distinctive and positive traits that constitute originality, the mind becomes only a sponge or a slate. It merely absorbs and registers its impressions. Individuality is the transfusing and transforming power. Those who are wanting in it are but mere harps played by every passing wind of circumstance and opinion, docile enough to learn from others or from books, but with small power to create, or to think and act for themselves. Edith was fortunate enough not only to be spared from such methods of teaching and such pernicious personal influences as tend to degrade the mental faculties and moral susceptibilities and render the process of learning stultifying to the whole nature, but to be kept scrupulously free from all excitement which an artificial mode of life produces, and from one of the most ardent and deteriorating stimulants, the love of praise and notoriety.

To one of the teachers in the girls' department, Miss Frances S. Marrett, we are again greatly indebted for a most excellent account of how Edith

has been taught and trained and of what progress she has made in her studies and manual occupations during the past twelve months. Miss Marrett is admirably fitted to tell the tale of her pupil's work and achievements or failures, and she does this with such scrupulous care and strict adherence to facts that it is hardly possible to speak too highly of the accuracy and truthfulness as well as of the attractiveness of her statements. Here is Miss Marrett's interesting, inspiring and instructive story:—

The past year has been to Edith Thomas an exceedingly pleasant and profitable one. Fortunately, excellent health forms the sparkling source of her mental and moral strength. Toward the preservation of this choice gift of nature, regular exercise in the gymnasium, long walks in the fresh air, and the daily performance of certain domestic tasks in the cottage which is her home at the institution, have rendered most valuable aid. Edith has always had sufficient physical energy to meet the demands of her school life; but a cheerful submission to them has been recently noted as one of the most significant signs of a positive development of moral force.

During the past year, as in the previous one, her work in the literary department of our school has been directed along the lines of the following branches of study: English, reading, arithmetic and geography.

LANGUAGE. The chief aim of the English lessons has been to promote ease and accuracy of expression, and to this end almost daily practice has been required in varied forms of composition. Edith's achievements, within the

limits of the class-room, have not, however, merited special approbation. The signs of fruition principally appear in the conversation, letters and original stories, which are purely voluntary efforts rather than imposed tasks. She thoroughly enjoys the use of the Braille tablet and stiletto, and when a congenial subject is first presented to her mind, she writes with a cheerful energy which one would deem prophetic of success; but the result too often betrays a lack of earnest thought, as well as carelessness as regards the violation of familiar rules relating to the structure and punctuation of sentences. Everywhere and always novelty possesses for Edith a compelling charm, and her compositions are seldom improved by being recast. The subtle grace due to the happy spontaneity of a first production is generally sacrificed by a revision, of which the sole value consists in the mental and moral discipline which it affords.

The following story of a violet was written last April, and represents Edith's first effort in response to a request for an autobiography of some very familiar wild flower.

THE VIOLET.

In a beautiful meadow, a little brook was rippling and bubbling over its pebbly bed. On the bank of the sparkling little brook there was a cluster of green trees, and some grass, amid the grass close by, grew a sweet violet.

One morning when the breeze blew and the sun shone brightly, this blossom opened its petals and stood up in the sunlight.

The trees waved their leafy branches in the breeze, almost touching the ground; but not where the violet was.

They all seemed company for this blossom, as they bent down a little, perceived it beyond.

“Good morning,” said the violet to the trees, “This is a beautiful day, is it not?”

“Good morning,” replied the trees, “We will be happy and merry this sunny day.”

The violet looked toward the brook, and it saw that its water was clear, and heard rippling.

Said the violet, “I wish I could be one of your pebbles and live in your cool, clear, and sparkling water.”

The brook kept on rippling, with all its might, as if it were having a merry time by itself.

The wind blew gently, while the violet bent its head over the brink of the stream. It saw a large rock in the water which looked like a bridge. The sun had been kissing the rock and made it warm.

“If I could reach far enough, I could have a long walk across to the opposite side of the brook,” thought the violet to itself. Besides this violet was another blossom just like itself which had not yet opened its petals.

It had been shaded from the sunlight, but as soon as the sun reached the blossom, it touched it, it kissed it, and it opened its eyes.

Yonder, the violet saw another violet which was like the first to open its petals. The violet which was close by the brink of the water, afar from the other, had grown longer than it was before, and reaching almost to the edge of the water, it touched the rock, which was in the middle.

While the first violet was watching the bright, clear brook, the sun set, and night drew near.

The grass, trees, and others which were with the first violet said, “Good night, and happy dreams.”

A favorite occupation for leisure moments is the writing of stories, which are woven from fact or fancy,

according to the author's mood. The pages are duly arranged, and confined by knots of bright ribbon to constitute a dainty book designed as a gift for some dear friend. The short narratives given below are typical illustrations of these sweet labors of love.

The description of the Easter lily was inspired by Edith's delight in a first possession of one of these beautiful plants, and is therefore in a rich sense "a true story."

THE SHEPHERD AND HIS FLOCK.

Upon a high mountain in a pasture, were herds of sheep feeding.

There were little lambs among them, they had a shepherd who would watch them.

When the flock had eaten all the grass in this pasture, the shepherd went before them and they followed, for they had known his voice.

The shepherd was going in a northern direction, and across the road he was leading his sheep, he saw a deep chasm, but he could not leap over, so he urged his sheep to go before him; but as soon as they saw the deep chasm, they turned around and went in a different direction and the shepherd tried to drive them back, but they would not turn in the direction that the shepherd led them.

What he could do to have them leap across, was, he took one of the lambs from its mother and carried it in his arms, and with all his strength he leaped across the chasm, and the mother leaped after him, and they followed one another.

When the shepherd got to the top of another mountain, he drove the herds of sheep to another pasture with more grass, and the lamb that he had carried in his arms was put down beside its mother.

THE QUEEN OF THE ROSES.

There was a little girl, whose name was Christine.

She had brown eyes and brown hair. She had parents but no sister or brother. She was twelve years old, when she commenced to have a garden.

“What flowers do you choose, my child for your garden,” asked her father.

“Oh papa, I choose the beautiful roses, which I love,” answered Christine.

When her father brought the roses, he went with Christine to the garden, and planted the roses in the earth.

Christine was so happy, and every day, she went out and took great care of her roses, she gave them water.

She went out every day to watch the roses, and sat in a little chair, which her father had set in the garden between the rose-bushes.

She would not leave her roses, but kept on watching them part of the day, and she went out so often to sit in the garden and watch them, that her parents called her what suited her well.

This is the name her parents gave her the same day.

The queen of the Roses.

THE EASTER LILY.

Nature had taken care of this lily and brought it into the broad world.

When it was cold, a little girl kept it in the house.

It grew in a pot, it was tall that time, having three blossoms on its stalk, which were very sweet.

At the mother's foot was a baby lily that was trying to peep out of the earth under the mother.

It began to tremble when the little girl came and felt of it, but its good mother said, “Do not be afraid, for the little girl will not hurt you, for I know her well.”

The little girl gave the mother and baby some water.

Then next time the mother lost one of her blossoms, and another time two more.

But the baby was still growing beside its mother.

The baby had been shielded from the sun by the long leaves of the tall lily.

READING. The hours which Edith spends with books are of richer significance as the mental growth of each new year brings her into more sympathetic relations with them. Increased interest and deepened intelligence are the welcome tokens of intellectual progress, manifested in the daily reading lessons. Edith's attention is no longer concentrated upon the plot of the story; but she recognizes some of the potent charm contained in its language. Occasionally she exhibits a surprising delicacy of perception in an appreciative reference to some pleasing bit of description, or quaint and simple incident. In delightful contrast to her former indifference regarding new words, there is a growing tendency to add them to her vocabulary. She seeks to learn their meaning by eager questions addressed to wiser friends, or, better still, by direct resort to the dictionary in embossed print. It was indeed a proud moment for Edith when she obtained the clue to guide her through the wondrous maze of definitions, until light gleamed upon the mystic word which was the object of her search. The fascination of the quest furnished fresh stimulus to the spirit of inquiry, while its independence was a security for the retention of the knowledge gained. Edith's strongest recommendation of a book is still the statement, "it is a true story." Her nature is so thoroughly practical that she derives

most pleasure from those books which most faithfully reflect the conditions and events of life included within the limits of her own experience.

The books which she has read in class, during the past year, are: *Little Lord Fauntleroy*, Andersen's *Fairy Tales*, *Story of a Short Life*, *Evangeline*, *A Geographical Reader*, *Our World* (Part 1) and two volumes of short stories. After she had finished one of these books she indulged in earnest speculation concerning the source of the next day's reading lesson, and turning to her teacher asked, "do you think the next book will be lovely?" In response to a question regarding her idea of a "lovely story," she said, "oh, something plain and interesting like the *Geographical Reader*." A letter to a friend contains this statement, "in school I am reading *Our World*. It is very interesting and I enjoy it very much."

During the evening hour, which is regularly devoted by our students to the companionship of books, Edith's teacher kindly offered to read to her some stories from United States history. Edith joyfully accepted this with gratitude to Miss Walker for her desire to pave the way for her later historical study, and said, gladdened by the sweet thought of reciprocal helpfulness, "I tell Ellen (a member of the class below her) geography, so that it will be easier for her when she comes to study it."

ARITHMETIC. Arithmetic is still the "*bête noire*" of Edith's school life; but she has come to regard it as a necessary evil, having learned, from bitter experience, the folly of rebelling against so formidable an adversary.

In a recent conversation with one of her classmates,

she said, with startling emphasis: "I do not like arithmetic. I did not even like it at the beginning, nor now. You might say that I should like arithmetic if I would do better; but I shall refuse to believe you and to like it. Geography is my favorite study and great friend."

Arithmetic is the only subject in which Edith has not been able to keep pace with the class of which she became a regular member three years ago. Her natural aversion to numbers and her consequent disinclination to perform the required problems have caused decided retrogression in this branch of study. She is now two classes below the grade which she could have reached with an amount of application equal to that of the average student. The work which she has accomplished during the past year is indicated in the following outline: Problems in addition, subtraction, multiplication and division, numbers not to exceed 10,000, multipliers and divisors larger than 13. Addition in columns of United States money, — dollars, cents and mills. Changing of integers and mixed numbers to fractional numbers and the reverse (oral work). Study of liquid and dry measures with oral problems. Study of Roman numerals to M.

Early in the fall term Edith's work in arithmetic, owing to a mood of sullen indifference, became so inaccurate that it was deemed advisable to repeat an experiment which had proved effectual the previous year. She was therefore separated from her fellow students during the hour of the arithmetic lesson, and each day a definite amount of work was assigned to be performed under the supervision of a special teacher. Edith did not submit at all gracefully to this new arrangement, which, it was plain, did not accord with her ideas of justice; but there was no open warfare. When successive weeks of this

routine served to establish the fact that faithful application was the only avenue leading from dull isolation to the more genial atmosphere of the class-room, Edith demonstrated her ability to meet the demands of every lesson.

In her teacher's journal occurs this statement as the summary for November: "The work in arithmetic throughout the month has been invariably good." Under date of December 20 appears the following: "Edith now manifests no disposition to rebel in arithmetic. She has continued to do as well as her ability for number work warrants, sometimes with more accuracy than others, but always with a teachable spirit."

In January, at the beginning of a new term, she was allowed to resume her former place in the arithmetic class, and her work since that time has been quite satisfactory.

GEOGRAPHY. Edith's attitude toward geography is always indicative of ardent devotion. Any question which suggests a comparison of her studies is received as a challenge to call forth the strongest adjectives of her vocabulary in praise of her royal favorite. When she returned to the institution last September, and was anticipating the first lessons of the new term, she said, with true enthusiasm, "I shall be glad to shake hands with geography." This desire soon found literal fulfillment in the class-room, as she eagerly seized a large mass of plastic clay and converted it into a wondrous mountain chain and river system. When mind and heart and hand thus work together, what need is there to state results?

Edith easily excels in modelling, and therefore prefers this medium for the expression of her geographical

knowledge; but in other phases of the required work she is ready and willing to do her best.

During the past year there has been a marked improvement in her use of language, both in oral recitations and in written exercises. She recently surprised her teacher by an earnest request for a written examination. A few days previous she had won warm approval by her clear and intelligent answers to a series of review questions, and she evidently wished another opportunity to achieve success and thus add to her laurels. The geography lessons have been conducted according to the methods outlined in the sketch of Edith's education published in the last annual report of our school, and they have included a thorough study of the United States, Central America, Mexico, West Indies and South America.

One afternoon, as a pleasant diversion for a recreation hour, Edith wrote and presented to one of her teachers the following summary, which indicated the extent of her acquaintance at that time with a new and wondrous continent:—

A NEW FRIEND IN GEOGRAPHY.

These are the countries in South America, U. S. of Columbia, Venezuela, B. Guiana, D. Guiana, F. Guiana, Eceudor, Peru, Bolivia, Chile, Argentine, Paraguay, Uruguay, and the largest country in South America is Brazil.

There are two circles which cross South America, from the Atlantic Ocean to the Pacific. These circles are the equator and the tropic of Capricorn.

There are mountains along the Pacific, those mountains are called the Andes.

They begin up in U. S. of Columbia and extend through Eceudor, Peru, Bolivia, Argentine, and Chile.

The highest part of the Andes is in Bolivia, and between the two ranges is a narrow plain and one along the Pacific Ocean.

In the Northern part of South America is an east wind, and in the Southern part is a west wind.

The rivers in South America are the Parana, Paraguay, Uruguay, Amazon and its tributaries, the Negro, Madara, and the Orinoco.

The three river systems in South America are the La Plata, the Amazon, and the Orinoco.

ARTICULATION. One morning, toward the close of the fall term, Edith astonished her teacher by saying, "I have talked with my fingers seven years. I think that is long enough, don't you?" The strong resolution which this statement involved was soon afterward revealed through oft-repeated attempts to converse with her lips. The heat of her enthusiasm even penetrated to the arithmetic class, and induced remarkable rapidity of thought, that she might, in her turn, give oral answers to the mental problems. At last it reached the reading class, and one day, when the time came for Edith to share in the exercise of the hour, instead of responding as usual by means of the manual alphabet, she endeavored to pronounce each word audibly. Upon the conclusion of her earnest effort she turned toward her teacher, and, with her face illuminated by her brightest smile, asked, "how do you like your surprise?"

Several weeks elapsed, but there was no apparent diminution of Edith's zeal in the use of oral language. The strength of her purpose having been thus fully proved, arrangements were made for her to go each week to the city to receive instructions in articulation. The thirtieth of January was the date of her initiation

into the mysteries of this new art. The lessons have been a source of real pleasure to Edith. It is true that she demurred somewhat when leisure moments had to be sacrificed to the essential drudgery of practice work; but the visions of the future accomplishment of distinct speech proved sufficient to justify to her mind the rigorous means by which it was to be attained. Although Edith does not speak well yet, she can be understood by those who are perfectly familiar with her voice. To a friend who found especial difficulty in understanding Edith's oral conversation she recently said: "In class I read with my lips. I have done it two weeks. I wish you were there to hear me. You see I do not talk to you with my lips as much as I do others; but you will have to get used to my voice, anyway."

The journal of Edith's school life contains many pleasant anecdotes illustrative of her interesting personality. A few of them have been culled for this sketch.

She frequently introduces into her conversation original epithets of happy significance.

At the dinner table one day, when she was enjoying ice-cream, — her favorite dessert, — she said: "This is Jack Frost's pudding." She has asked many questions concerning the origin of dreams, which she designates as "sleep thoughts."

The possibility of secret joy in the heart was once prettily expressed in the sentence, "I may smile an invisible smile."

A recognition of certain pungent personal characteristics suggested these words: "Do you like peppery people? I do; they are good for us."

Electricity has been adopted into Edith's vocabulary

as a simile for rapidity of motion. Its use is illustrated in the following sentence: "My hammock is growing very fast. I have been working on it like electricity for two hours."

Edith often exhibits charming fertility of resource in perplexing situations, and thus affords genuine "help over hard places."

In the play of *Vision of Fair Women*, which was acted at the institution upon the nineteenth of last April, each character advanced to the centre of the stage, and there remained during the time required for a recitation, or a *tableau vivant*. The moments devoted to the latter effect were determined by a musical accompaniment. How Edith, without the guidance of sound, could perform her part independently, was one of the most difficult problems which the rehearsals presented. Various expedients were tried, with discouraging results. When Edith fully understood the point at issue she said, "I can do it myself, I can tell by the music," and triumphantly proceeded to demonstrate the truth of her statement. She walked with much dignity to the centre of the platform, quietly stood there the required length of time, and then marched slowly away. Her musical signal was the loudest chord of the accompaniment, the vibration of which was readily distinguished from that of those which had preceded it. The biblical character of Ruth which Edith personated upon this occasion delighted her. She adopted the name in preference to her own as an appellation for every-day life. "Ruth" was the signature appended to all school papers, and for some weeks it was regarded as a serious offence when her school-mates failed to comply with her wishes by their continued use of the name "Edith."

For some time past Edith has manifested a surprising eagerness in the quest of knowledge pertaining to the spiritual life. The source of her great interest in the Bible, and in other religious literature, is of mysterious origin; but her increasing regard for "whatsoever things are true" has undoubtedly been deeply influential in the moulding of her character. A strong power of self-control has been developed as a result of an earnest desire to subdue the evil forces of her nature. She welcomed the new year in the companionship of wise resolves, and, as a reward for her sweet and constant loyalty, they have admitted her to the secret of truest happiness.

The following statements are quoted directly from a letter which Edith wrote to a dear friend last January: "I am learning to resist temptation, and I am trying to bear trials now. There is a reason why I do not do wrong as I used to, nor get angry, nor naughty now. I used to get tempted easily; but I do not now you know. The greatest thing we suffer is sin. It is like a heavy burden upon our souls, we cannot unfasten it; but God can." During a conversation with one of her classmates she said: "You are related to me, I do not mean through your people, but through Jesus Christ. I should do to you as I would like you to do to me, that is why. I know what you and I can do when we are tempted to do wrong, we can give a rousing NO. Let us try it."

A few days later, Edith presented to the friend to whom the foregoing conversation was addressed a code of maxims carefully written in the Braille system. This had been prepared, early in the year, for her own guidance; but the secret of its existence had been

carefully guarded until Edith realized that what had been of genuine help to herself might benefit others.

An exact copy of these rules of conduct is given below, together with the explanatory words of the unique title page:—

VERSES AND THE COMMANDMENTS IN THE BIBLE.

Composed by E. M. T.

For those to read, who wish to, and believe in God.

PERKINS INSTITUTION, MASSACHUSETTS SCHOOL,
SOUTH BOSTON, Jan. 26, 1895.

Verses as follows:—

No. 1. Think of God first, then yourself.

No. 2. When Nature tells you what to speak or to do, always follow her.

No. 3. If a person said that she or he loved you and did not show it, believe it not, for it may not be true.

No. 4. Before you do anything that is not right, watch it then you do not do it.

No. 5. Be ye kind to one another.

No. 6. Do as you are commanded to in the Bible and what you find, heed it.

No. 7. Pay good heed to a person's words, and catch the meaning if you can.

No. 8. Be ye tenderhearted one to another, and forgive one another for the very sake of Jesus Christ.

No. 9. When you follow either Jesus or Nature on the right track, do not run off the right track and go on the wrong track, lest at times you be in danger of wrong doing.

No. 10. This is the work of God, he that believe on him that had sent.

No. 11. What you would do to them, do to them as they would to you.

No. 12. If you feel in love with any one, show it by kind deeds.

No. 13. If you do not forgive, neither will your Father in Heaven forgive your trespasses.

No. 14. Let not the sun go down upon your anger.

No. 15. Think not of yourself, much nor please yourself, but think of others most and please them.

No. 16. When Jesus knocks at your heart let Him enter into your heart.

No. 17. Take no thought what you shall eat, nor what you shall put on.

No. 18. Do not do any work on the Sabbath-day but what the Lord has commanded you to do.

No. 19. When you feel angry, go to God and say your prayers.

Edith's fondness for poetry has led her to attempt to put into metrical form some of her favorite Bible narratives. The two specimens which conclude this sketch are typical illustrations of her achievements in this kind of composition.

THE SOWER.

Jesus was speaking to the	On rocks fell some seeds
People about the seeds.	And they had not much
	earth.
By the wayside some seeds	
fell.	They lacked moisture and
	In thorns some fell and
And down came the fowls	Were choked with riches.
From the air.	
	Some fell upon good ground
Devoured the seeds.	And brought fruit.
By the wayside.	

THE GIVER.

After many years past,
God the creator, made
Earth and Heaven,
The fowl of the air,
And every living
Creature that creepeth
Upon the earth were
Created.

After all that God
Had created, he made
Man in his image
And there was the
Garden of Eden with
Its fruit-trees.
The man which God
Formed in his image,
Was put in this garden.

And the man which was
Set in the garden,
After a while was
Called Adam and
He had a wife Eve.
On the Sabbath, God
Rested and hallowed
It and blessed the day.

Many years passed on,
And many nations were
Still living upon
The face of the earth

And yet God was in
Sight and spoke to the
Children of Israel,
And other nations.

In Bethlehem, was
Born a dear and wonderful
Child, which God sent
Into the world to teach
And preach when he
Was grown up.
Mary was the mother of
The little child.

God gave us this child
As the Son of God
And he grew up, and
Was greater than all
Nations of the earth,
And a deliverer,
What great miracles
And wonders did the
Son of God, and the
People marvelled.

Jesus, the Son of God
Went about doing good,
And preaching and teaching,
Some of the people who
Were Jews, believed not,
And others believed.
Some loved Jesus too.

Jesus had twelve,	To his disciples and
Disciples, who used	When they saw him,
To follow him, and go	They were frightened,
With him to Jerusalem.	And thought that
One of the twelve	They saw a spirit.
Betrayed Jesus, and	And Jesus knew it.
Went to the high priest,	
And Jesus was crucified.	And when Jesus had
	Ended his life, he went
But the third day Jesus	Right to heaven among
Was risen and went back	The angels with God.

At the close of the school year Miss Sarah M. Walker, who during the past two years has served as special teacher to Edith Thomas, declined a reappointment. Her place has been filled by the election of Miss Evelyn Torrey of Marblehead, Mass.

READING THROUGH THE SENSE OF TOUCH.

As soon as Phoebus's rays inspect us,
First, sir, I read, and then I breakfast.

— PRIOR.

The rapid growth of our library and the manifold benefits, which the constant use of the contents of its shelves confers upon the blind of New England, are the pleasantest and most encouraging features in the annual story of the progress of the institution and of the wide diffusion of its advantages.

Our collection of books in raised characters of various kinds comprises nearly eleven thou-

sand volumes, and forms a great aid and a most significant adjunct to the school. It constitutes a treasury of general and varied information, and renders a valuable and unrivalled service to the mental development of the pupils. To them it is one of the necessities of life, and its attractions beget in them not only a desire for the printed page but the habit of perusing it.

Reading plays a most important part in all literary education. Indeed, it is both its basis and its chief instrument. It enkindles the soul, enlightens the intellect, and vivifies and directs the imagination. Wise men and profound thinkers put a very high estimate upon it. Bacon says that "it maketh the man," and Locke asserts that it finishes the gentleman. Johnson characterizes it as the foundation of knowledge, and Magliabechi as the perfection of pleasure. Steele avers that reading is to the mind what exercise is to the body, and Fénelon declares most emphatically that if the riches of the Indies, or the crowns of all the kingdoms of Europe, were laid at his feet in exchange for his love of reading, he would spurn them all. To persons bereft of the visual sense the perusal of books lays open a source of enjoyment and solace. It relieves their life of its dullness and sameness, and transports them into a livelier and gayer and more diversified and more interesting scene.

Most of our pupils read diligently and hard, and not a few of the choicest ideas contained in the works of the best authors “pass, like the iron atoms of blood, into their mental constitution.” Due oversight is exercised in the selection of the works which are issued by our press, and in every one of them the greatest care is taken to preserve every feature of the original and to reproduce it accurately to the minutest detail. There is not a capital letter, a comma, a hyphen, an exclamation or an interrogation mark missing. The mutilations, abbreviations, contractions, omissions and inaccuracies, which, I am grieved to say, abound in most of the publications in point characters and mar seriously their usefulness, are not to be found in ours.

For the largest part our books are printed in the modified Roman character known as the “Boston line type.” The literary, social and moral advantages which accrue to the blind from the use of a form of letters similar to that employed by more than one-half of the civilized nations are so obvious that they need only to be stated in order to be fully appreciated by any thinking person who is not steeped in prejudice or blinded by ambition to pose as an inventor by rearranging the order of a series of dots, or as a reformer by speaking ill of “line systems.” They were enumerated with marked lucidity and fairness in an excellent paper which was prepared

by Dr. Frank Rainey of the Texas institution for the blind, and read before the world's congress of the educators of the blind, held in Chicago in the summer of 1893. This essay presents the question of the various kinds of print in its clearest and truest light, and is so well written and so just in its spirit and direct in its statements that it deserves to be widely circulated among those who are interested in the matter; and I take great pleasure in copying it here *in toto*, with the permission of its author:—

I am an earnest and even an enthusiastic advocate of the Roman letter for literary work, for the good reason that I wish as far as possible to untypify the blind, to unclass them, and represent them upon the world's canvas not as a distinct group, but in common with the human race as essential integrants of the people as a whole. In childhood, the plastic period of life, we must begin to educate and mould the character of every human being, and to do so properly we must select with care the methods, tangible or otherwise, which we intend to use to accomplish that purpose. A blind child will learn to think and act just as it is instructed by its teacher. If we use the ordinary methods, the child will think and talk like seeing persons; whereas, if we use odd or extraordinary methods, it will not have the same conception of concrete things as we do. We must give the child in its schoolroom, as far as practicable, every method used by seeing persons. In support of this idea I will state that the famous Frenchman, M. Haüy, who did such noble work for the blind in France and Russia, was the first to embrace and carry out this idea of using seeing methods for the instruction of the blind.

In 1834 Mr. Gall of Edinburgh published the Gospel of St. John in modified Roman letter, and he used such strong arguments in favor of the latter that he influenced its adoption by the Royal Society of Arts. In August, 1872, the American Association of Instructors of the Blind passed a series of resolutions in favor of the adoption, as far as practicable, of seeing methods. In 1876 the London School Board investigated the educational condition of the blind in that city, and, after a patient and careful examination of the arguments advanced by some of the ablest educators of the blind in England, decided to adopt the methods used by seeing children in ordinary schools. There might be mentioned a host of similar instances in other foreign countries. In America, Dr. Samuel G. Howe, who gave almost a life-time of devotion and study to the interest of the blind, and who was as well qualified as any man, living or dead, to understand their wants, urged with great ability that all methods used for seeing children should, as far as practicable, be adopted for the blind; Mr. Wm. Chapin, Wm. H. Churchman, N. B. Kneass, Jr., D. D. Wood, G. S. Smead, Dr. A. D. Lord, Mr. Otis Patten and others have presented arguments in favor of the line letter which are unanswerable; and, as my own extensive experience confirms to my satisfaction the ideas they advanced, I am committed to that which I regard as the most natural and most useful tactile facility for literary work in schools for the blind,—the Roman letter. I prefer the combined type of the American Printing House for the Blind; next, the Boston type. I am in favor of a point system for writing and music, but I favor the Roman letter for all other purposes.

Many of the principals of schools and their associate instructors object to the Roman letter. I am honestly led

to the opinion that they do so for the same simple reason which actuates many of the educators of seeing children to object to some of the old and improved methods of instruction used in so many of our best schools, colleges and universities. Some of the old honored landmarks have been swept aside upon mere theoretical opinions which grew out of psychological and physiological reasoning, and not because of universal or even generally acknowledged superiority of the new methods. Some of them advocate oral teaching and the abandonment of the textbook, and they jump at the conclusion that all other methods are inferior. They then proceed to engraft their new system upon the schools of the immediate section, regardless of the confusion which may ensue.

Nearly all of the supposed improvements for facility in reading were made upon the idea that, as the majority of the blind are adults, all methods must be directed for their benefit, whereas for the young the consideration should be incidental. The adult blind could not read the Roman letter with facility, because of its supposed inferior tangibility, and something better was needed. As a logical sequence of this trouble, several new methods for reading sprang into existence. There are only two of these which have any prominence at the present time: Dr. Moon's complex line type, and the arbitrary point character. I will not "carry coal to Newcastle" by taking time to describe these new systems to an assembly of professionals. On account of the great consideration for the adult blind, the opponents of the Roman letter persistently urge its inferior tangibility, because a majority of the adult blind read with difficulty, and the others cannot read it at all. Is it really true that a majority of the adults cannot read Roman letter? The argument that they cannot read it rapidly holds equally as well against the arbitrary point character.

Dr. Moon's system is read with facility, owing chiefly to its large type, which measures one-fourth of an inch. If we were to use Roman letter type of that size, it could be read with greater ease than the former, because of its clearly defined form and distinctive features, as contrasted with the combination of Roman letters with arbitrary characters, which we find in the Moon system. The latter occupies too much space, and the volumes are too unwieldy for convenient use. The sixty-four volumes of the Moon Bible can be printed in eight volumes with Roman type. Seeing persons cannot read Moon type because of the mixed characters. It is a good system, however, for those for whom it was intended; that is, for those adult blind who are past the meridian of life, and for those whose hands are roughened by manual labor. This class care but little, as a rule, about making the effort to learn to read, and seldom, if ever, use any method for constant study. Just here I will remark that seeing adults seldom, if ever, learn to read well.

There is another and a more important class of blind persons whose interests are paramount to those just mentioned,—the youth and young adults. Roman letter, when properly taught, can be read with facility by either of the two last mentioned. Inferior tangibility is of slight force with this class, for with proper diligence they can read the combined type with ease. Many experiments which sustain this statement have been made by competent instructors. Mr. Lothian of Edinburgh remarks that “Roman characters vary from one-eighth of an inch and under to three-sixteenths of an inch. I have,” says he, “ascertained the minimum tactile in Roman lower case, and found and proven it before witnesses that a blind person of long education and good touch can decipher characters down to one-sixteenth of an inch; at

three thirty-seconds this character can be made out without much difficulty; at one-eighth with comfort and ease; at three-sixteenths with very great readiness." Mr. Marston of Worcester College, England, says that he has known men of say from fifty to sixty years of age reading Roman letter which they had learned in the later years of their life. He also considered for quick reading the small Roman type was the better.

In 1876 Mr. F. J. Campbell, of the Royal Normal College for the Blind, when before the London board, said that he had used Roman letter all his life. Mr. Mead, of the Blind Visiting Society, lost his sight at the age of nineteen. He learned Moon's system first; then Freer's phonetic; then Lucas'; then Braille's, which he thought superior to the American dotted system; then the Roman system, which he liked. Mr. W. Harris of Leicester thought that the success of the Moon type was largely due to its religious features. His books were mostly of a religious nature. "Moon type also had its advantages, — it was similar to the Roman in having no abbreviations. Special teachers, however, were required for this type, but to teach the Roman this was unnecessary. He thought children would not like Moon type if they had plenty of Roman literature." In comparison with the point character, the experiment in other schools in America which sustain the claim of superior tangibility of the point over the Roman letter meets with an adverse report from the Texas school. In that school a better opportunity is given for a just comparison of the relative merits of the two systems. The pupils are taught from early childhood how to read both systems, and have text-books in both. Then, when they have finished the course of studies and are about to leave school, a comprehensive and intelligent expression of opinion can be given. This course has been diligently pursued for about fifteen years, if memory

serves me correctly. The whole school, without any known exceptions, express themselves in favor of the Roman letter. They read it better as a rule than point; they can read it longer than point without a sense of fatigue; it never irritates the end of the finger; they can understand with less effort and trouble the superior and less complicated system of punctuation; they appreciate the advantages of sighted assistance even when in school; it pleases them when reading to know that strangers can overlook them and see whether they read correctly or not; it pleases them to show that they can read from one hundred and forty to one hundred and fifty-five words in one minute in the system used by seeing persons; and it pleases them to know that they are in accord with the seeing world in this one particular at least.

I took occasion just before our last session ended to examine a class of boys in reading, both in Roman letter and New York point. There were ten in the class, and all had learned to read in both systems after they had passed the age of fourteen years. All of them had learned to read about the same time, and none of them had been long in school. All of them preferred the Roman letter, and, with one exception, all of them read that character somewhat better than point. Reports came from other rooms announcing the same results. The scholars prefer having the privilege of knowing both systems, so that they may form an intelligent comparison between seeing print and the character prepared for the blind.

The advantages and conveniences arising from the use of the Roman letter are very great. For convenience, and to facilitate work, the blind student brings to me his line letter book that I may aid him in the preparation of his piece for recitation or declamation, when he needs instruction in gesticulation, emphasis, enunciation, etc. During their vacation seeing persons aid them very materially if they have Roman letter primers or readers. If a mother fail to send her child

to the institution, I send embossed books to her that she may instruct it at home. Some of the mothers have no education, then the brothers and sisters can be of assistance; but they will rarely if ever take the trouble to learn the point system when they themselves do not use it. In the large cities, where the relatives of the blind child can receive personal visitation from the superintendent of a school for the blind, they may be persuaded to learn the point system. Now and then intelligent mothers in the country will learn it, but they are exceptions, for the home people, as a rule, prefer that the teacher should do the teaching. Quite a number of the little ones could attend the ordinary schools for a while, to get a start, if we could give them Roman letter books. Their teacher, however, will not take the trouble to learn point merely for one or even two blind pupils. Sometimes the parents become dissatisfied with their child's supposed want of progress in the institution; then I settle the matter by sending them line letter books, advising that the child be sent to the nearest public school. One mother recently accepted this proposition. Our graduates can make fairly good governesses for families, if furnished with books in Roman letter, for this character is familiar to seeing children.

The friends of the point system wish to abolish the Roman letter altogether, and present many objections to it; but I do not regard any of them as being unanswerable. They say that it cannot be used for writing; but neither can seeing persons use it for that purpose,—they use script letter. The blind cannot use it for music; neither can seeing persons use it for music. The latter use three distinct methods for their educational purposes and music: Roman letter for reading, script letter for writing and an arbitrary arrangement of characters for music. The blind need have only two methods: Roman letter for reading and the point for writing and music. The point friends study psychology and physiology, theorize

over touch sensations, and finally conclude that the Roman letter is based on incorrect physiological principles. Straightway they reason thus: "In the point type there is this advantage: The scholar gets his knowledge through a sensation, and not through a perception. In the line letter he must discover the *form* or outline,—must perceive something; whereas, if he can discover the letter by sensations, readily converted into simple perceptions, then he has a shorter and better road. In their judgment touch is not a perceptive faculty, but affords sensation only, having no function whatever to give us perception as such, and in that fact lies the great superiority of the point character of any kind over the complex line letter." I believe that their opinion as to the necessary discovery of *form* is applicable to the point letter also. They object to discovering a letter by its form or outline, and want a letter to be built up synthetically, by repeated tactile sensations, each converted into a simple perception; but then, if they deny the idea of form for their point characters, they must be willing to admit the idea of "arrangement" as a substitute; for if a child, by consecutive, simple perceptions—feeling each dot separately—builds up the letters "k," or "g," or "x," or "z," then he must perceive the arrangement of the whole letter just as a child, after following the complex feature of a line letter, finally perceives the form or the arrangement. The distinctive features of the Roman letter, and New York or Braille point, may be described as follows: The first is complex, in that it is a form made of straight lines, curved lines and angles, with no solutions of continuity in the course of the lines. The point character, when composed of more than one dot, is complex, in that it consists of many parts, all of which, however, are alike; the whole method broken by frequent and regular solutions of continuity, developing elevations and spaces, and I say form, or arrangement, method, order.

Now, then, they say that the scholar gets knowledge through a sensation, for touch has no perceptive faculty of itself; and, further, that no idea of form can be obtained unless there is resistance coupled with motion. That is correct physiological reasoning. But then, when the child puts his finger, which is convex, on the character “k,” he will have four distinct sensations, giving merely a sense of resistance, but no perception. Now then, as they contend that there is no form, how will he have knowledge? He must then have motion to complete his intention, that is, to get an idea of the form or arrangement; the child must perceive something, and by the aid of resistance and motion he gets a complete arrangement. The Roman letters have distinct forms, with no solutions of continuity; but in the point letter, if a dot should be flattened, the solution of the continuity, or spaces, are lengthened, creating disorder, for then there will be only three sensations; the order is broken, and confusion results. This is a grave defect in the point system. The truth is, that there is no difficulty in learning the form, for the child must first learn it in either system, or at least must know the arrangement of either character before he can proceed from one letter to another.

On the psychology of blindness, Mr. Neill says: “Sight gives us perception of a complex whole at a glance,—a sight glance; then by analysis we dissect it into parts; whereas the blind, by synthesis, through successive tactile sensations, linking experience with experience, build the parts into a complex whole.” The point character is a complex whole or a form, else it is nothing. It may be, if you choose, an arbitrary form; yet it has a definite arrangement. A “whole” may be defined as “a system; a regular combination of parts.” The blind child builds up the letter “b” dot by dot into a whole; so, also, when he feels two vertical straight

lines, then a horizontal straight line between the two, he puts them together and finds a form,—the Roman letter “H.” In one instance he puts dots into arrangements or form, in the other he puts lines together for the same purpose. When instructing a child in either line or point, we first show the arrangement or form of the character and then tell the name of it. We cannot well name a thing and then declare that it is without form and void. Mr. Huntoon, in 1882, when speaking of the defects of the point system, said: “I wish to speak about the confusion arising from the *shape* of the letters.” It is necessary to notice that the ability to observe form rests not so much upon the power of discrimination to distinguish the difference in the mode of contact] but mainly upon the reader, his energy, his ambition and the way he has been taught. Dr. Carpenter, in his work on physiology, when speaking of the sense of touch as it concerns the blind, says: “After a short period of diligent application, the individual becomes able to recognize the combination of letters in words, without forming a separate conception of each letter, and can read line after line by passing the finger over each with considerable rapidity.” After a child learns to read fairly well in Roman letters, as he passes his finger rapidly over the letters of a word,—according to the method used for reading in the Texas school,—there is not only sensation, but immediate conception, the physiological functions allowing no distinction between sensation and conception; the movement being so sudden, he takes the whole word in at a glance,—a tactile glance. The form really presents no difficulties to the carefully taught youthful blind reader.

There are many other objections to the point system, aside from its unnatural features, wherein it tends to isolate the blind. The arrangement of its different forms

is seriously confusing to beginners, especially to those who could once read ordinary print. Suppose in New York point we take “e” and “t;” to know either you must think of its position. Then “s” and “o,” “b,” “g,” “k,” “q,” “p,” “w,” “h” and “z;” in these letters, one dot reversed or changed in its position gives a different letter. Here you get a letter which means one thing one way, and another when its position is changed. The letters “d,” “m,” “r” and “l” present the same difficulties, and all candid minds must admit that this is more confusing than the Roman letter, which cuts no such conflicting capers; each letter is a distinct form, and stands for itself, allowing no substitutes. The point system of punctuation is cumbersome, and bears the marks of infirmity. The dash, for instance, which is similar in arrangement to that of the part-word sign “th,” may immediately follow the latter, causing the reader to drop his finger back to re-examine it. The hyphen, a simple mark for joining two syllables or words, is represented by two letters of the point system, “m” and “a,” taking up four points in length; and just think of it, two whole letters are given to the apostrophe. Sometimes the terminal letter of the last word in a sentence is the letter “p,” which of course is followed by a “p,” or five dots, for the period. Roman letters take their own places in all sentences, and the punctuation consists of small, compact, arbitrary characters. This dissimilarity between the two prevents confusion and allows quicker perception. The Braille point, in many respects, presents the same difficulties. Any system where frequent substitution of its characters is necessary for its perfection is essentially weak in all of its parts, and is fearfully defective, *in that its structure depends upon position, reversion and substitution.*

How far these discussions may affect either Europe or America I have no way to determine. The departure of many professionals from the conclusions arrived at in Edinburgh in 1834, from the opinion expressed at the meeting of the National Association for the Promotion of Social Science at Birmingham in 1868, and from the principles adopted in the convention in Boston in 1872, will not lead unprejudiced minds to the conclusion that there is a nearer approach to uniformity in our methods of education; for, while there is a falling off from the number of advocates of the Roman letter, a hopeless dissension has sprung up among the dissenters, and a greater confusion prevails concerning the proper method for universal adoption. In England and on the continent the educators of the blind are hopelessly divided; and in America, where formerly the Roman letter and the New York point were largely in the majority, frequent discussions upon the subject of music and literary work have brought about great changes of opinion; so great, indeed, that our schools are farther off from uniformity than ever. Then we are all at sea, beaten by a tempest of troubles and doubts, and there is no great navigator with skill sufficient to lead us into one broad harbor, where the mighty barks of Roman letter, Braille point and New York point, all held by one common hawser, may in safety ride. So far as America is concerned, two prominent and able superintendents, Mr. Huntoon and Dr. Sibley, have in open convention declared that we never can reach uniformity. What, then, may we logically deduce from this state of affairs? That we should mutually agree to disagree, recognize the true condition of things, that is, that no one method is universally or even generally acknowledged to be the superior of any other, and then set about to remedy the trouble by a

compromise. In America we can do this by agreeing that the American Printing House for the Blind shall print for literary work twenty per cent. each, in Roman letter, Braille point and New York point, and twenty per cent. each in music for the last two mentioned. As for the least important methods, leave each school to govern itself.

If you succeed in blotting out the Roman letter, you will at one fell swoop disassociate the blind from the seeing world altogether, and set them apart as a type, a class holding close communion, a mystery to all but themselves and the few seeing persons who are devoting themselves to the task of aiding them in their educational work.

Then, in behalf of a large and respectable portion of the blind who know the value of the Roman letter and know how to use it, I enter a solemn protest. They prefer the Roman print, for they regard it as the print of their ancestors; the print of their parents; the print of their sighted companions; the print which affords easy and natural reading and punctuation; the print which brings help at home, in the hovel and in the palace; and the print which first, in all languages, dotted the pages of the Great Book which records the sufferings of our Lord and Saviour. These blind persons also make appeal for all practical seeing methods, such as Kneass' literary notation of music, the Arabic type for arithmetic and the cardboard for pencil writing. Why deny them seeing methods? Must a blind child grow to the age of youth, from youth to manhood, from manhood to middle age, from middle age to senility, and then topple from the pedestal of life into the abyss of eternity without having the slightest idea of the characters and methods used by the seeing world; dying as a foreigner in the bosom of its family, save only in acquaintanceship; wondering what sort of character its mother used

when reading a prayer she would have it repeat before she laid it down to sleep? Give this class of the blind at least a chance to lift themselves out of their own sphere, that they may live, not as objects of mystery, but as peers of any whom they may meet.

Dr. Rainey's arguments in favor of the Roman letter are so forceful and conclusive that one is tempted, after reading his paper, to ask, what is then the great gain that can be secured by sacrificing such a helpful and universal system of familiar characters, and putting in its stead one of cumbersome arbitrary signs, which, having no resemblance whatever to those in common use, tend to segregate the blind from the great human family and drive them to form a separate class by themselves? "Legibility!" shout in chorus the champions of punctography, and in support of their assertion they do not hesitate to call to their assistance all sorts of sophistical tricks, exaggerations and mutilation of statistics. These gentlemen produce arrays of figures which give only a partial statement of the matter, and hence are misleading. Their calculations cannot convince any one who has a full knowledge of the subject. "Figures cannot lie" in themselves, but they can be made to give a totally false impression.

Wishing to ascertain the exact facts in the matter, I asked the teachers of both branches of our school to test with strict impartiality each

of the pupils individually, and find out how many of them could not read the line type. This examination was made with perfect fidelity and in the fairest possible manner, and its results were reported to me in writing.

Miss Gazella Bennett, the principal teacher in the girls' department, says:—

Reading, writing and spelling are required each day of the members of the four lower classes, first as regular lessons, and afterward as "implements of trade" in the preparation of other studies.

There are at present sixty-three girls in actual attendance. Of these, only two cannot read readily enough to spend an hour in the evening pleasantly by reading with their fingers. These two have been with us less than four weeks.

With the exception of five of our pupils, all the others write in pencil their own letters quite legibly.

Mr. Guy G. Furnel, the head-master in the boys' department, submitted to me the following summary:—

The number of pupils examined was seventy-seven. Of these, only four have not learned to read. In two of these cases want of sufficient sensitiveness in the tips of the fingers was evidently the cause of failure, while in the other two a lack of average mental capacity and will-power renders sustained application impossible.

In the primary department of the kindergarten reading has been regularly taught during the past eight years, and there has not been one case of failure.

In view of these facts, — for the verification of which the test of the severest scrutiny is challenged, — is it unjust or unfair to say that the loud cry of illegibility serves merely to create an imaginary bugbear, devised by unscrupulous partisans to alarm those who are not able or disposed to make proper investigation and form an intelligent opinion of the merits of each system? Or is it too harsh to characterize as an absolute falsehood the unqualified statement which has repeatedly been made, to the effect that only one-third of the pupils in American institutions can master the line print? Can any of the schools in which books in point letters are used exclusively obtain better results than those shown by our own? To speak more explicitly, has any one of them reached a higher degree of excellence in the matter of reading than that which has been attained in our institution or that of Texas?

Observation and experience have convinced us that, if the characters of each of the two systems are made precisely on the same scale, children and youth find them equally legible. They read both with equal facility. True, the majority of them manifest a decided preference for the Boston type; but this is wholly due to the fact that lines and curves feel so much softer to the sense of touch than do

sharp points that the former cause no weariness and no diminution in the power of endurance. With a few, a very few adults, however, the case differs somewhat. These, owing to the lack of sufficient sensitiveness in their fingers, find it a little easier to distinguish dots, especially when these are far apart. But what of it? The number of such persons is so small that they form a mere drop in the bucket. For the sake of meeting the requirements of these, are we to jeopardize recklessly the vital interests of a whole class of men and women? Must we give up what is eminently suitable, useful and beneficial to ninety-six sightless readers in order to provide what is needed for the accommodation of four? Is it reasonable, is it wise, is it even honest, to destroy one of the strongest links which connects our pupils with the rest of the community, under the pretence of removing imaginary obstacles from their pathway? Can the blind consent to sell their birthright of social integrity for a mess of pottage, and to abandon one of the strongest bonds of union between them and their fellow men for the sake of a mere change of questionable advantage?

I earnestly hope that the wise course will prevail over foolish clamor, that all nugatory and deceptive affirmations will be carefully considered and examined in the light of truth

and of science, and that the matter of abandoning the ordinary alphabet and replacing it by a series of arbitrary signs unintelligible to the great mass of the community will be judiciously considered in its social, literary and moral aspects before an egregious error is committed, which will prove enormously disastrous in its consequences. The blind cannot afford to be cut off from the world at large in any way,—they must form an integral part of it. Above and beyond all things they should realize the fact that whatever tends to detach them from the rest of mankind and to hold them as a separate class apart by themselves is anything but a blessing. Nay, it is an unmitigated curse, and as such it should be shunned and not encouraged. Temporary conveniences or mechanical facilities and effort-saving contrivances, the virtues of which are often fervently extolled and extravagantly overrated by men of small mental calibre, are positively harmful when they strike at the very root of social principles. It is not the division of the members of the human family into small clans and separate groups, marked by physical infirmities or by moral deficiencies and educational diversities, but the solidarity, the federation and close welding of all men into one social body,—the establishment of mutual sympathy and helpfulness,—that will promote their welfare and bring peace on earth and *gloriam in excelsis*.

CONCLUSION.

The setting sun, and music at the close,
As the last taste of sweets, is sweetest last.

—SHAKESPEARE.

In bringing this report to an end, I deem it a great privilege to be able to state that the institution is in excellent condition in nearly every department, and that the wholesome and elevating influence which it exerts upon the fortunes of the blind of New England is steadily increasing. No matter where one may look, he will find no lack of earnest effort to keep the establishment abreast of the times and to enlarge the field of its usefulness.

In the course of the past twelve months there has been but one change in the staff of officers. Miss Persis N. Andrews, who has been acting matron for three years, expressed a desire to be released from further service, and Mrs. Frances E. Carlton of Danvers, a lady of refinement, experience, dignity, discretion and administrative ability, has been appointed to the position of matron in place of Miss Maria C. Moulton, who has been put on the retired list in accordance with the vote of your board.

To one and all of my assistants I am greatly indebted for the valuable aid which they have given me in the management of

the affairs of the school. If any of my humble endeavors have met with your appreciation or with public approval, it has been simply because in making my plans and carrying them out I have had the full sympathy and hearty coöperation of a corps of faithful officers and able teachers.

I gratefully record my obligations to you, gentlemen of the board, for your thoughtful consideration of all matters pertaining to the welfare of the institution and for the ready support which you have accorded me in the discharge of my duties.

We would cheerfully enter upon the work of another year with thankfulness for the past and with faith and hope for the future.

Respectfully submitted by

MICHAEL ANAGNOS.

LIST OF PUPILS.

Almy, Lillian.	Howard, Lily B.
Bannon, Alice M.	Kennedy, Nellie A.
Borden, Lucy.	Kent, Bessie Eva.
Boyle, Matilda J.	Keyes, Teresa J.
Brecker, Virginia R.	Knowlton, Etta F.
Brodie, Mary.	Lord, Amadée.
Brown, Grace L.	McClintock, Mary.
Carr, Emma L.	Meisel, Ruphina.
Caulfield, Elizabeth E.	Morse, Maria T.
Cole, Carrie W.	Muldoon, Sophia J.
Colyar, Amy H.	Murtha, Mary Ann.
Cross, Ida.	Newton, Eldora B.
Cushing, Annie.	Nickles, Harriet A.
Delesdernier, Corinne.	Noble, Annie K.
DeLong, Mabel.	O'Neal, Katie.
Dover, Isabella.	Perry, Ellen.
Duggan, Katie J.	Puffer, Mildred E.
Ellingwood, Mary E.	Ramsdell, Harriet M.
Emory, Gertrude E.	Reed, Nellie Edna.
Flaherty, Margaret.	Rich, Lottie B.
Fogarty, Margaret M.	Ricker, Annie S.
Foss, Jennie.	Risser, Mary A.
Gaffeny, Catherine.	Rock, Ellen L.
Griffin, Martha.	Roeske, Julia M. B.
Heap, Myra.	Saunders, Emma A.
Henley, Catherine.	Smith, Florence G.
Higgins, Mary L.	Smith, Nellie J.
Hildreth, Grace.	Snow, Grace Ella.
Hilgenberg, Johanna.	Thomas, Edith M.

Thurley, Blanche M.
Tierney, Mary E.
Tisdale, Mattie G.
Tomlinson, Sarah E.
Wagner, Grace.
Walcott, Etta A.
Warrener, Louisa.
Welfoot, Florence E.
West, Rose A.
Wilbur, Carrie M.
Amadon, Charles H.
Backman, J. Victor.
Baker, Frank G.
Barnard, Richard J. C.
Beckman, J. Arthur.
Black, Charles.
Bond, Samuel C.
Bradley, Edward E.
Brinn, Frederick C.
Carney, Frederick.
Clark, Frank A.
Clark, J. Everett.
Clennan, William T.
Corliss, Albert F.
Dayton, Reuben G.
Delude, Louis.
Devlin, Neil J.
Dodge, Wilbur F.
Drew, Francis.
Ellis, William E.
Fuller, Albert.
Geisler, John H.
Gibbs, Reuel E.
Girard, R. George.

Gosselin, Wilfred.
Gould, Clarence.
Harmon, Everett M.
Heath, William Edward.
Henley, John.
Hill, Henry.
Hogan, George H.
Irving, Frederick.
Jackson, Clarence A.
Jennings, Harry A.
Kenyon, Harry C.
Kerner, Isaac.
L'Abbé, Henry.
Lawton, George.
Leonard, William.
Leutz, Theodore C.
Levin, Barnard.
Lynch, William.
Madsen, John.
Mannix, Lawrence P.
Martello, Antonio.
McCarthy, Daniel.
McCarthy, William.
McDevitt, Cornelius.
McKeown, Thomas.
Messer, William.
Miller, Reuel E.
Mills, George.
Mozealous, Harry E.
Muldoon, Fred. J.
Newton, Wesley E.
Nichols, Orville.
O'Connell, John P.
O'Donnell, Isidore A.

O'Niell, Patrick.

Parks, Edson.

Putnam, Herbert A.

Rasmussen, Peter A.

Ratte, Alphonse.

Rochford, Francis J.

Rochford, Thomas.

Ryan, Edward D.

Sabins, Weston G.

Schuerer, Edward.

Sherman, Frank C.

Simpson, William O.

Smith, Eugene S.

Sticher, Charles F.

Strout, Herbert A.

Tracy, Merle Elliott.

Trask, Willis E.

Tucker, Henry R.

Vaughn, William M.

Walsh, Frederick V.

Weaver, Frank V.

Welch, Harry W.

Wenz, Albert J.

Wilkins, James A.

Witham, Perley D.

Wrinne, Owen E.

Younge, William Leon.

REPORT OF THE COMMITTEE ON THE SALE OF WORK OF BLIND GIRLS AND WOMEN.

During the latter part of December, 1894, a modest enterprise was ventured upon, under the auspices of the Alumnae Association, with the object of creating a market for the work of blind girls and women outside of the school (whether former pupils or not) who might be desirous of earning money by plain sewing or fancy work.

The committee which was appointed to help in carrying out this project feel that they have very much to be grateful for in the favor with which the undertaking has been received, and they desire through the pages of this report to make a slight mention of what has been already accomplished and to state the hopes which are entertained for the coming year.

The articles offered for sale consist of socks, shirts, sacques, blankets, etc., for babies, skirts and shoulder capes, graceful head coverings of ice wool, bedside slippers, wash cloths, dusters, iron holders, towels for china and glass ware, gingham and white aprons and a variety of miscellaneous articles.

The aim is to have all fancy work as dainty and tasteful as possible, and to keep the household supplies mentioned above always on hand in such amounts and of such quality as to warrant the dependence of regular customers upon them.

The articles have come from all grades of workers. Some live in towns or villages near Boston, others at quite a distance. Many have gained by their short business experience, having learned what they can do best and where they can improve; so that the outlook for the next year, as regards supplies, is very promising.

Much gratitude is felt toward the Perkins Institution for the privilege of putting the goods on sale at No. 37 Avon place, and for the convenient showcase so kindly provided by it. The unstinted services of Miss Estelle M. Mendum are also greatly appreciated, as the committee realize how much is due to her unselfish interest in displaying and caring for the work.

Cordial thanks are rendered to the well-wishers and purchasers of the past, and it is hoped that future customers may not be wanting, since the opportunity of earning is earnestly prized by those who are able to have it through these means and no others.

LAURA E. POULSSON,
CORA L. GLEASON,
LENNA D. SWINERTON,

Committee.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for a general invitation to the German opera and to the play of "Shore Acres."

To the Apollo Club, through its secretary, Mr. Arthur Reed, for eight tickets to each of four concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for fourteen tickets to each of three concerts.

To Mr. Carl Faelten for six tickets to each of two recitals in Bumstead Hall.

To Mr. John Orth for six tickets to each of two concerts.

To Mr. Alonzo B. Ham for eighty tickets to a concert in the People's Temple.

To Mr. E. W. Tyler for one hundred tickets to a concert in Music Hall.

To Miss Charlotte W. Hawes for sixteen tickets to musical lectures and for ten tickets to a concert in which she was assisted by Hungarian musicians with their national instruments.

To Mr. Edward Baxter Perry for ten tickets to a pianoforte lecture recital.

To Miss Jennie Girard for thirty tickets to one concert.

To Mrs. Helen Boice-Hunsicker for two tickets to each of two song recitals in Copley Hall.

To Rev. James Henry Wiggin for twenty tickets to a Shakespearian recital by Edgar C. Abbott.

To Rev. Mr. Perrin and the late Dr. L. D. Packard for twelve tickets to a lecture in the Methodist Episcopal Church.

To Mr. George H. Bond for a general invitation to the World's Food Fair in Mechanics Building.

To Mr. Edward A. Brooks for a general invitation to the "Bench Show."

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists: —

To the Berkeley-Beacon Concert Company,—Mrs. E. Humphrey Allen, Miss Harriet S. Whittier, Mrs. Marie Kaula Stone, Mrs. Ella Cleveland Fenderson, Mr. George J. Parker, Mr. George W. Want, Mr. Arthur B. Hitchcock, Mr. D. Marks Babcock and to Miss Agnes Snyder, accompanist, — for one concert.

To William Henry Heinrich for a vocal recital.

To Prof. Arlo Bates for a lecture on Dr. Johnson and his Dictionary.

To Miss Julia Osgood for a lecture.

To Mr. George Riddle, reader, Miss Helen D. Orvis and Miss Hawkins, pianists, for an entertainment giving *Midsummer Night's Dream* with piano accompaniment.

To Mrs. Virginia Howe, assisted by Mrs. Fred A. Flanders, Mr. Huff, Mr. Delmont and Mr. Harry Murdough, for one concert.

To Mrs. Julia Ward Howe for one lecture.

To Miss L. J. Sanderson for a lecture on Spain.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends:—

To Mrs. Charles Lanier, New York; Joel West Smith, Easthampton, Conn.; Mr. Lewis Perkins, North Adams, Mass.; Frank V. Weaver, New Bedford, Mass.; Mrs. C. B. Hildreth, St. Augustine, Florida, and the Society for Providing Evangelical Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education,	.	.	<i>Boston, Mass.</i>
The Atlantic,	.	.	“ “
Boston Home Journal,	.	.	“ “
Youth's Companion,	.	.	“ “
Our Dumb Animals,	.	.	“ “
The Christian Register,	.	.	“ “
The Musical Record,	.	.	“ “

The Folio,	<i>Boston, Mass.</i>
Littell's Living Age,	" "
Zion's Herald,	" "
The Missionary Herald,	" "
The Well-Spring,	" "
Woman's Journal,	" "
The Century,	<i>New York, N. Y.</i>
St. Nicholas,	" " "
The Journal of Speculative Philosophy,	" " "
American Annals of the Deaf,	<i>Washington, D. C.</i>
The Étude,	<i>Philadelphia, Pa.</i>
The Inland Educator,	<i>Terre Haute, Ind.</i>
The Reformed Presbyterian and Covenant,	<i>Pittsburg, Pa.</i>
Our Little People,	<i>Inst. for Deaf-Mutes, Rochester, N. Y.</i>
The Journal of Pedagogy,	<i>Provo, Utah.</i>
The Silent Worker,	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
Church's Musical Journal,	<i>Cincinnati, O.</i>
The Music Review,	<i>Chicago, Ill.</i>
The Messenger,	<i>Ala. Academy for the Blind.</i>
The Tablet,	<i>West Va. Inst. for Deaf-Mutes and Blind.</i>
The Inst. Herald,	<i>Florida Institute for Deaf-Mutes and Blind.</i>
The Washingtonian,	<i>School for the Deaf, etc., Vancouver.</i>
L'Amico dei Ciechi,	<i>Florence, Italy.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

MICHAEL ANAGNOS.

trustee of Tommy Stringer, for his board, .	700 00		
A. Leggate, for clothing for Tommy Stringer,	25 00		
Mrs. Dolan, account of her daughter, .	38 00		
city of Boston, account of James Lester, .	30 00		
a friend, account of Willie Robin, . . .	100 00		
proceeds of sale articles left over from fair,	2 00		
use of gymnasium,	42 00		
rents, Jamaica Plain,	665 00		
legacy, Mary B. Emmons,	1,000 00		
State of Connecticut,	900 00		
“ “ Rhode Island,	1,066 67		
“ “ Maine,	1,200 00		
“ “ New Hampshire,	725 00		
“ “ Vermont,	300 00		
money borrowed of New England Trust			
Company,	6,000 00	38,824 70	\$176,005 18
			\$176,005 18

BOSTON, Oct. 5, 1895.

Examined and found correct.

GEORGE L. LOVETT,
HENRY ENDICOTT,
Auditors.

EDWARD JACKSON, *Treasurer.*

" Eastern R.R.,	.	.	.	.	.	30 00
" Fitchburg R.R.,	.	.	.	.	.	1,250 00
" Kansas City, St. Joseph & Council Bluffs R.R.,	.	.	.	.	.	350 00
dividends, Boston & Providence R.R.,	.	.	.	.	.	\$225 00
" Chicago, Burlington & Quincy R.R.,	.	.	.	.	.	300 00
" Fitchburg R.R.,	.	.	.	.	.	280 00
" Boston & Maine R.R.,	.	.	.	.	.	168 00
" Boston & Albany R.R.,	.	.	.	.	.	888 00
" United States Hotel Company,	.	.	.	.	.	612 00
rents, 402 Fifth street,	.	.	.	.	.	\$138 00
" 412-418 Fifth street,	.	.	.	.	.	1,050 00
" 424-428 Fifth street,	.	.	.	.	.	1,545 50
" 537 Fourth street,	.	.	.	.	.	412 50
" 541, 543 Fourth street,	.	.	.	.	.	687 50
" 557, 559 Fourth street,	.	.	.	.	.	1,101 00
" 583-589 Fourth street,	.	.	.	.	.	1,954 00
" 99, 101 H street,	.	.	.	.	.	387 00
" 11 Oxford street,	.	.	.	.	.	369 50
" 8, 10 Hayward place,	.	.	.	.	.	1,333 32
" 250, 252 Purchase street,	.	.	.	.	.	3,508 62
" 172-178 Congress street,	.	.	.	.	.	5,225 00
" 205, 207 Congress street,	.	.	.	.	.	4,522 50
work department, men's shop,	.	.	.	.	.	.
rents, Jamaica Plain,	.	.	.	.	.	.
sale of books and appliances,	.	.	.	.	.	.
II. Receipts exclusive of Income.						
General Account.						
From donations,	.	.	.	.	.	\$95,753 05
Kindergarten Account.						
From donations, endowment,	.	.	.	.	.	10 00
debt on building,	.	.	.	.	.	.
ladies' auxiliaries,	.	.	.	.	.	\$13,174 08
ten-dollar fund,	.	.	.	.	.	2,061 00
						5,129 00
						5,666 95
Amounts carried forward,						26,031 03
						\$121,824 08

GENERAL STATEMENT OF RECEIPTS, ETC. — *Concluded.*

<i>Amounts brought forward,</i>	.	.	.	.	.	.	\$121,824 08		\$176,005 18
<i>Legacies.</i>									
<i>General Account.</i>									
From Benjamin Humphrey,	.	.	.	.	.	.	\$25,000 00		
Stephen Fairbanks fund,	.	.	.	.	.	.	10,000 00		
								35,000 00	
<i>Kindergarten Account.</i>									
From Mary B. Emmons,	.	.	.	.	.	.	.	1,000 00	
loan, New England Trust Company,	.	.	.	.	.	.	.	6,000 00	
Cash on hand Oct. 1, 1894,	.	.	.	.	.	.	.	12,181 10	
								\$176,005 18	\$176,005 18

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 32,643 pounds,	\$2,845 74
Fish, 4,232 pounds,	243 75
Butter, 1,931 pounds,	1,357 56
Bread, flour, meal, etc.,	930 75
Potatoes and other vegetables,	768 86
Fruit, fresh and dried,	342 00
Milk, 31,595 quarts,	1,675 21
Sugar, 9,194 pounds,	352 76
Tea and coffee, 753 pounds,	252 12
Groceries,	936 46
Gas and oil,	345 57
Coal and wood,	2,415 14
Sundry articles of consumption,	321 26
Wages, domestic service,	6,300 11
Salaries, superintendence and instruction,	19,213 19
Medicines and medical aid,	27 40
Furniture and bedding,	1,107 22
Clothing and mending,	51 64
Stable expenses,	560 81
Musical instruments,	202 09
Books, stationery, school apparatus, etc.,	1,780 82
Construction repairs,	2,645 69
Taxes and insurance,	660 50
Travelling expenses,	55 95
Sundries,	42 10
	<hr/> \$45,434 70

WORK DEPARTMENT.

Statement for the Eleven Months ending Aug. 31, 1895.

Amount due Perkins Institution,	\$46,485 54	
Amount of receipts over expenditures,	889 95	
		<u>\$45,595 59</u>
Cash received during the year,	\$16,912 71	
Salaries and wages paid blind people, . . .	\$3,978 24	
Salaries and wages paid seeing people, . . .	3,265 91	
Amount paid for stock, repairs, rent and sundries,	8,778 61	
		<u>16,022 76</u>
		<u>\$889 95</u>
Stock on hand and bills receivable Oct. 1, 1894,	\$6,201 11	
Stock on hand Aug. 31, 1895, . . .	\$3,277 78	
Bills receivable Aug. 31, 1895, \$2,986 33		
Less charge to profits and loss, 260 65		
	<u>2,725 68</u>	
		<u>\$6,003 46</u>
Less bill payable,	483 33	
	<u>5,520 13</u>	
		<u>680 98</u>
Gain,	\$208 97	

KINDERGARTEN DEPARTMENT, STATEMENT FOR THE ELEVEN MONTHS ENDING AUG. 31, 1895.

RECEIPTS.		EXPENDITURES.	
For board and tuition, State of Maine, . . .	\$1,200 00	For maintenance, . . .	\$13,798 67
“ “ “ New Hampshire, . . .	725 00	expense on houses let, . . .	49 25
“ “ “ Vermont, . . .	300 00	bills to be refunded, . . .	132 07
“ “ “ Rhode Island, . . .	1,066 67		
“ “ “ Connecticut, . . .	900 00	purchase of real estate, . . .	. . .
“ “ “ of Thomas Stringer, . . .	700 00	Cash on hand, . . .	. . .
“ “ “ of Willie Robin, . . .	100 00		
clothing for Thomas Stringer, . . .	25 00		
From towns and individuals, . . .	112 00		
	\$5,128 67		\$13,979 99
From rent, Jamaica Plain, . . .	. . .		29,476 43
donations, endowment, . . .	665 00		11,902 28
“ debt on building, . . .	\$13,174 08		
“ ladies' auxiliaries, . . .	2,061 00		
“ ten-dollar fund, . . .	5,129 00		
	5,666 95		
legacy, Mary B. Emmons, . . .	26,031 03		
income from invested funds, . . .	1,000 00		
loan, N. E. Trust Co., . . .	9,548 17		
Cash on hand Oct. 1, 1894, . . .	6,000 00		
	6,985 83		
	\$55,358 70		\$55,358 70

PRINTING DEPARTMENT, STATEMENT FOR THE ELEVEN MONTHS ENDING AUG. 31, 1895.

RECEIPTS.		EXPENDITURES.	
From income from invested funds,	\$5,771 66	For labor,	\$2,084 11
sale of books and appliances,	735 76	stock,	430 00
		machinery,	179 05
		type,	39 52
		electrotyping,	428 80
		binding,	377 40
		books,	34 35
		express, postage, etc.,	23 00
		Balance,	\$3,596 23
			2,911 19
			\$6,507 42

The following account exhibits the state of the property as entered upon the books of the institution Sept. 1, 1895:—

Building 8 and 10 Hayward place,	\$51,000 00	
Building 250, 252 Purchase street,	44,000 00	
Building 172-178 Congress street,	77,000 00	
Building 205, 207 Congress street,	59,000 00	
House 11 Oxford street,	8,000 00	
House 402 Fifth street,	4,300 00	
Houses 412, 414, 416, 418 Fifth street,	12,400 00	
House 424 Fifth street,	3,700 00	
Houses 426, 428 Fifth street,	11,600 00	
Houses corner Fifth and H streets, unfinished,	11,696 00	
House 537 Fourth street,	4,400 00	
Houses 541, 543 Fourth street,	8,800 00	
Houses 557, 559 Fourth street,	15,100 00	
Houses 583, 585, 587, 589 Fourth street,	19,900 00	
House 99, 101 H street,	3,500 00	
		\$334,396 00
Real estate, St. Paul, Minn., . . . . .	. . . . .	26,666 31
<i>Real Estate used by the Institution.</i>		
Real estate Broadway and Fourth street,	\$288,378 00	
House 422 Fifth street,	3,700 00	
		292,078 00
Real estate used for school purposes, Jamaica Plain, . . . . .	. . . . .	170,110 43
Unimproved land, South Boston, . . . . .	. . . . .	13,859 00
Mortgage notes, . . . . .	. . . . .	169,000 00
<i>Railroad Stock.</i>		
Boston and Providence R.R., 30 shares, value,	\$5,790 00	
Fitchburg R.R., preferred, 70 shares, value,	6,222 20	
Chicago, Burlington and Quincy R.R., 100 shares, value,	13,708 04	
Boston and Maine R.R., 31 shares, value,	3,938 96	
Boston and Albany R.R., 148 shares, value,	29,933 00	
		59,592 20
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value,	\$1,270 00	
Boston and Lowell R.R., one 5% bond, value,	1,000 00	
<i>Amounts carried forward,</i>	\$2,270 00	\$1,065,701 94

<i>Amounts brought forward,</i> . . .	\$2,270 00	\$1,065,701 94
Chicago, Burlington and Quincy R.R., 27 4s, value,	26,190 00	
Chicago, Burlington and Northern R.R., 14 5s, value,	14,416 88	
Kansas City, St. Joseph and Council Bluffs R.R., 5 7s, value,	6,375 00	
St. Paul, Minnesota and Manitoba R.R., 10 4s, value,	8,800 00	
Kansas City, Clinton and Springfield R.R., 3 5s, value,	3,051 25	
Atchison, Topeka and Santa Fé R.R., 13 4s, value,	11,470 50	
Atchison, Topeka and Santa Fé R.R., 5 4s, 2d mortgage, value,	3,850 00	
Fitchburg R.R., 25 5s, value,	25,531 25	
		101,954 88
60 shares United States Hotel Co.,		10,840 50
Cash,	\$30,300 82	
Less amount due N. E. Trust Co.,	6,000 00	
		24,300 82
Household furniture, South Boston,	\$17,000 00	
Household furniture, Jamaica Plain,	10,000 00	
		27,000 00
Provisions and supplies, South Boston,	\$161 68	
Provisions and supplies, Jamaica Plain,	20 00	
		181 68
Coal, South Boston,	\$2,010 00	
Coal, Jamaica Plain,	1,320 00	
		3,330 00
<i>Work Department.</i>		
Stock,	\$3,277 78	
Receivable bills,	\$2,725 68	
Less bills payable,	483 33	
	2,242 35	
		5,520 13
<i>Musical Department.</i>		
One large organ,	\$4,000 00	
Four small organs,	200 00	
Fifty-nine pianos,	10,000 00	
Band instruments,	625 00	
Violins,	35 00	
Musical library,	1,100 00	
		15,960 00
<i>Printing Department.</i>		
Stock and machinery,	\$3,397 00	
<i>Amounts carried forward,</i>	\$3,397 00	\$1,254,789 95

<i>Amounts brought forward,</i> . . .	\$3,397 00	\$1,254,789 95
Books,	19,396 00	
Electrotype and stereotype plates, . . .	20,277 00	
		43,070 00
School furniture, . . . . .	. . . . .	9,000 00
Library of books in common print, . . .	\$4,440 00	
Library of books in embossed print, . . .	16,149 00	
		20,589 00
Boys' shop, . . . . .	. . . . .	396 45
Stable and tools, . . . . .	. . . . .	766 00
		\$1,328,611 40

The foregoing property represents the following funds and balances, and is answerable for the same : —

INSTITUTION FUNDS.

General fund of the institution,	\$121,324 53	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
Charlotte B. Richardson legacy,	40,507 00	
John N. Dix legacy,	10,000 00	
Joseph Scholfield legacy,	2,500 00	
Mrs. Eleanor W. Baker legacy,	2,500 00	
T. O. H. P. Burnham legacy,	5,000 00	
Joseph K. Wait legacy,	3,000 00	
Mrs. Matilda B. Richardson legacy,	300 00	
Benjamin Humphrey legacy,	25,000 00	
Stephen Fairbanks fund,	10,000 00	
		\$320,131 53
Cash in the treasury,		18,398 54

PRINTING FUND.

Capital,	\$108,500 00	
Surplus for building purposes,	39,818 36	
		148,318 36

KINDERGARTEN FUNDS.

Helen C. Bradlee fund,	\$40,000 00
Mrs. Geo. W. Wales fund,	10,000 00
Mrs. Warren B. Potter fund,	25,000 00
Mrs. William Appleton fund,	10,700 00
Sidney Bartlett legacy,	10,000 00
George Downs legacy,	3,000 00
Mary Williams legacy,	5,000 00
Elisha T. Loring legacy,	5,000 00
Ellen M. Gifford legacy,	5,000 00
Joseph Scholfield legacy,	3,000 00
Mrs. Edward J. W. Baker legacy,	2,500 00
Mrs. Lucy A. Dwight legacy,	4,000 00

<i>Amounts carried forward,</i>	\$123,200 00	\$486,848 43
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<i>Amounts brought forward,</i>	\$123,200 00	\$486,848 43
Royal W. Turner legacy,	3,000 00	
Mrs. Eliza B. Seymour legacy,	5,000 00	
Mrs. Elizabeth W. Gay legacy,	7,931 00	
Mary H. Watson,	100 00	
Miss Sarah Bradford,	100 00	
Miss Rebecca Salisbury,	200 00	
Mrs. Benjamin S. Rotch fund,	8,000 00	
Mrs. Richard Perkins legacy,	10,000 00	
Mary B. Emmons legacy,	1,000 00	
Transcript ten-dollar fund,	5,666 95	
Funds from other donations,	69,802 05	
		234,000 00
Cash in the treasury,	\$11,902 28	
Less amount due the N. E. Trust Co.,	6,000 00	
		5,902 28
		\$726,750 71
Buildings, unimproved real estate, and personal property in use of the institution, South Boston,		420,410 26
Land, buildings and personal property in use of the kindergarten, Jamaica Plain,		181,450 43
		\$1,328,611 40
Whole amount of property belonging to the kindergarten,		\$421,352 71
Whole amount of property belonging to the institution proper,		907,258 69
		\$1,328,611 40

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND, BOSTON, 1895.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	-
Andersen, Hans. Stories and Tales,	1	\$3 00
Arabian Nights, six Selections by Samuel Eliot,	1	3 00
Burnett, Frances H. Little Lord Fauntleroy,	1	3 00
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Children's Fairy Book, arranged by M. Anagnos,	1	2 50
Chittenden, L. E. The Sleeping Sentinel,	1	25
Coolidge, Susan. What Katy Did,	1	2 50
Eclectic Primer,	1	40
Ewing, J. H. The Story of a Short Life,	1	2 00
Greene, Homer. The Blind Brother,	1	2 00
Hale, Rev. E. E. The Man without a Country,	1	50
Harte, Bret. The Queen of the Pirate Isle,	1	40
Heidi, translated from the German by Mrs. Brooks,	2	5 00
Kingsley, Charles. Greek Heroes,	1	2 50
Kingsley, Charles. Water Babies,	1	2 50
Little Ones' Story Book,	1	40
Poulsson, Emilie. Bible Stories in Bible Language,	1	3 00
Poulsson, Emilie. In the Child's World, Part 1,	-	40
Poulsson, Emilie. In the Child's World, Part 2,	-	50
Poulsson, Emilie. In the Child's World, Part 3,	-	1 50
Poulsson, Emilie. Stories for Little Readers,	1	40
Richards, Laura E. Captain January, and other stories,	1	1 50
Ruskin, John. The King of the Golden River,	1	40
Sewell, A. Black Beauty,	1	3 00
Standard Braille Primer, revised,	1	50
Turner's First Reader,	1	40
Twelve Popular Tales, selected by H. C. Lodge,	1	2 00
Wiggin, Kate D. The Story of Patsy,	1	50
Wiggin, Kate D. A Christmas Dinner,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Youth's Library, volume 3,	1	\$1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
Script and point alphabet sheets, per hundred, . . .	—	5 00
GENERAL LITERATURE.		
American Prose,	2	6 00
Cooke, Rose Terry. The Deacon's Week,	1	25
Dickens, Charles. Christmas Carol, with extracts from "Pickwick Papers,"	1	3 00
Dickens, Charles. David Copperfield,	5	15 00
Dickens, Charles. Old Curiosity Shop,	3	12 00
Eliot, George. Adam Bede,	3	9 00
Eliot, George. Janet's Repentance,	1	3 00
Eliot, George. Silas Marner,	1	3 50
Emerson, R. W. Essays,	1	3 00
Extracts from British and American Literature, . . .	2	5 00
Goldsmith, Oliver. The Vicar of Wakefield,	1	3 00
Hawthorne, Nathaniel. The Scarlet Letter,	2	5 00
Hawthorne, Nathaniel. Tanglewood Tales,	2	4 00
Johnson, Samuel. Rasselas, Prince of Abyssinia, . .	1	2 50
Lubbock, Sir John. The Beauties of Nature,	1	2 50
Lytton, Edward Bulwer. The Last Days of Pompeii, . .	3	9 00
Macaulay, Thomas B. Essays on Milton and Hastings, .	1	3 00
Martineau, Harriet. The Peasant and the Prince, . .	1	3 00
Ruskin, John. Sesame and Lilies,	1	2 50
Scott, Sir Walter. The Talisman,	2	6 00
Scott, Sir Walter. Quentin Durward,	2	6 00
POETRY.		
Anagnos, Julia R. Stray Chords,	1	2 00
Bryant, W. C. Poems,	1	3 00
Byron, Lord. Hebrew Melodies and Childe Harold, . .	1	3 00
Byron, Lord. Poems selected by Matthew Arnold, . .	1	3 00
Holmes, O. W. Poems,	1	3 00
Longfellow, H. W. Evangeline,	1	2 00
Longfellow, H. W. Evangeline, and other poems, . .	1	3 00
Longfellow, H. W. Hiawatha,	1	2 50
Lowell, J. R. Poems,	1	3 00
Milton. Paradise Lost,	2	5 00
Milton. Paradise Regained, and other poems, . . .	1	3 00
Pope, Alexander. Essay on Man, and other poems, . .	1	2 50
Scott, Sir Walter. Lay of the Last Minstrel, and other poems,	1	3 00

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Shakespeare. Hamlet,	1	\$2 00
Shakespeare. Julius Cæsar,	1	2 00
Shakespeare. King Henry Fifth,	1	2 00
Shakespeare. Merchant of Venice,	1	2 00
Shakespeare. Romeo and Juliet,	1	2 00
Stratton, H. W. Commemoration Ode,	1	10
Tennyson, Lord. Idylls of the King,	1	2 50
Tennyson, Lord. In Memoriam, and other poems,	1	3 00
Whittier, J. G. Poems,	2	6 00
Wordsworth, William. Poems,	1	3 00
BIOGRAPHY.		
Biographical Sketches, arranged by M. Anagnos,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
HISTORY.		
Constitution of the United States,	1	40
Dickens, Charles. Child's History of England,	2	6 00
Fiske, John. War of Independence,	1	2 50
Fiske, John. Washington and his Country,	3	9 00
Freeman, Edward A. History of Europe,	1	2 50
Higginson, T. W. Young Folks' History of the United States,	1	3 50
Schmitz, Leonhard. History of Greece,	1	3 00
Schmitz, Leonhard. History of Rome,	1	2 50
RELIGION.		
Baxter, Richard. Call to the Unconverted,	1	2 50
Book of Psalms,	1	3 00
Book of Common Prayer,	1	3 00
Hymn Book,	1	2 00
New Testament,	3	7 50
Paley, William. Natural Theology,	1	4 00
Selections from Swedenborg,*	1	—
TEXT BOOKS.		
Cæsar's Commentaries on the Gallic War,	1	3 00
Collar and Daniell's Beginner's Latin Book,	2	5 00
Collar and Daniell's Latin-English Vocabulary,	1	1 50
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
Elementary Arithmetic by Mabel Townsend,	1	40
Geometrical Diagrams,	1	1 00
German Grammar by William Eysenbach. (In press),	—	—
Guyot's Geography,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Latin-English Lexicon. (In press),	—	—

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
"Life and her Children," a Reader of Natural History,	1	\$3 00
Scribner's Geographical Reader,	1	2 50
Wentworth's Grammar-school Arithmetic,	1	3 00
MISCELLANEOUS.		
Combe, George. Constitution of Man,	1	4 00
Don't; or, Directions for Conduct and Speech,	1	50
Handbook of Crochet,	1	40
Handbook of Knitting,	1	40
Howe, Dr. S. G. Cyclopædia,	8	32 00
Latin Selections,	1	2 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Most Celebrated Diamonds, translated by Julia R. Anagnos,	1	50
MUSIC.		
<i>Band Instruments.</i>		
Arban. Method for the Cornet and Sax-Horn,	1	1 00
Bach, Charles. Twelfth Andante and Waltz,	1	25
Heinecke. Arrangement of Meyerbeer's Les Huguenots, Arrangement of Potpourri from Weber's Der Freischutz,	1	50
Arrangement of Second Andante and Waltz,	1	25
Lavallee, C. Overture, The Bridal Rose,	1	75
Meyrelles, M. C. Arrangement of Meyerbeer's Coro- nation March from Le Prophète,	1	35
Prendiville, H. Little Rose Waltz,	1	25
Rollinson, T. H. The Color Guard March,	1	35
Sponholtz. Peace of Mind,	1	25
Donizetti. Nocturne from Don Pasquale, { sextette for brass		
Ringleben. Polka Mazurka, { instruments		
Suppé. Morning, Noon and Night in Vienna, arranged by George Wiegand,	1	75
Vaughan, A. H. Arrangement of Schubert's Serenade,	1	30
<i>Pianoforte.</i>		
Bach, J. S. Gavotte in G minor,	1	05
Gavotte, arranged from the Second Violin Sonata,	1	10
Fifteen two-voiced inventions,	1	50
Fifteen three-voiced inventions,	1	50
Bach, C. P. E. Solfeggietto,	1	05
Bargiel, W. Op. 32, No. 1, Idylle,	1	05
Becht, J. China Astor Mazurka,	1	05
Beethoven. Farewell to the Pianoforte. (Last com- position),	1	05
Für Elise. (Composed 1808),	1	05

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Beethoven. Sonatina (F major),	1	\$0 10
Sonatina in G,	1	05
Behr, F. Op. 575, No. 11, Think of Me,	1	05
Blakeslee, A. C. Op. 9, May Party Dance,	1	05
Op. 25, Gems of the Evening: —		
No. 1, Crystal Fountain Waltz,	1	05
No. 3, Let's be Gay Mazurka,	1	05
No. 4, Social Hop Schottische,	1	05
Brauer, Fr. Twelve Studies, Op. 15,	1	20
Burgmüller, F. Op. 100, Studies,	1	75
Chopin, F. Op. 34, No. 3, Waltz. (Kullak),	1	05
Op. 64, No. 1, Waltz (Kullak),	1	05
Chopin. Étude No. 1. Op. 10,	1	10
Op. 66, Fantasie-Impromptu. (C sharp minor),	1	10
Chwatal, F. X. Op. 228, No. 8, The Merry Postilion,	1	05
Op. 245, No. 2, Sonatina in F,	1	10
Cramer, J. B. Studies,	2	1 50
Durand, A. Pastorale,	1	05
Fontaine, Ch. Swing Song,	1	10
Foote, Arthur. Op. 6, No. 3, Sarabande,	1	05
Godard, B. Op. 56, Second Valse,	1	05
Goldner, W. Gavotte Mignonne,	1	05
Grieg, E. Op. 12, Albumblatt,	1	05
Gurlitt. Op. 50, Studies,	1	75
Heller, St. Op. 46, Studies,	1	75
Op. 78, No. 1, Promenades d'un Solitaire,	1	10
Jadassohn. Op. 35, Scherzo,	1	05
Jensen, Adolf. Op. 42, Canzonetta,	1	10
Jungmann, A. Op. 217, No. 3, Will o' the Wisp (Ca- pricetto),	1	05
Kirchner, Th. Op. 7, Album Leaf,	1	05
Knight, J. S. Evening Dew Waltz,	1	05
Kullak, Th. Scherzo,	1	05
The Little Huntsman,	1	05
Lange, G. Op. 249, No. 1, In Rank and File,	1	05
Op. 292, No. 1, Playfulness,	1	05
No. 3, Dressed for the Ball,	1	05
Op. 23, Meadow Dance,	1	05
Op. 307, Valse Champetre,	1	10
Lichner, H. Op. 174, No. 1, Morning Song,	1	05
Op. 270, No. 2, Family Party Waltz,	1	05
Liszt. La Regata Veneziana,	1	10
Loeschhorn. Op. 65, Studies,	1	25
Lysberg, Ch. Op. 71, The Thrashers,	1	10
Matthews. Standard Series, Grade 1,	1	75
Mendelssohn. Op. 72, Christmas Gift,	1	20

LIST OF EMBOSSED BOOKS—*Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Mendelssohn. Prelude and Fugue (E minor),	1	\$0 05
Merkel, G. Op. 25, In the Beautiful Month of May,	1	10
Op. 81, Pleasures of May,	1	05
Op. 18, No. 3, Impromptu,	1	10
Mozart, W. A. Sonata No. 2, F major,	1	15
Sonata No. 8, C major,	1	25
Nicodé, J. L. Op. 13, No. 3, Barcarolle,	1	10
Oesten, Th. Op. 276, White Roses,	1	15
No. 1, In the Spring.		
No. 2, A Little Story.		
No. 5, In the Summer.		
No. 6, Rural Pleasures.		
Parker, H. W. Op. 19, No. 1, Romanza,	1	10
Op. 19, No. 2, Scherzino,	1	05
Op. 19, No. 3, Étude Melodieuse,	1	10
Op. 19, No. 4, Nocturne,	1	10
Raff, J. Op. 75, No. 3, Echo,	1	10
Ravina, H. Arabesque,	1	05
Roeske, C. C. Capitol March,	1	05
Dover Galop,	1	05
Electric Polka,	1	05
Happy Thoughts Polka,	1	05
The Hub Waltz,	1	05
Saran, A. Op. 2, No. 1, Phantasie Stuck,	1	10
Schubert, Fr. Op. 142, No. 2, Second Impromptu,	1	10
Streabbog, L. Golden Stars,	1	15
No. 1, Waltz; No. 2, Polka.		
No. 3, Schottische; No. 4, Polka Ma- zurka.		
No. 5, Galop; No. 6, Quadrille.		
No. 7, Bird of Paradise Polka Mazurka.		
Op. 175, Pleasures of Youth,	1	15
No. 1, Waltz; No. 2, Polka.		
No. 3, Schottische; No. 4, Polka Ma- zurka.		
No. 5, Galop; No. 6, Quadrille.		
Strong, Templeton. Danse des Sabots,	1	10
Twenty-five Select Pieces (first grade),	1	75
Urbach. Prize Piano School,	2	4 00
Von Bülow. Mendelssohn's Rondo Capriccioso, Op. 14,	1	50
<i>Violin.</i>		
Dancla, C. First Air Varie, Op. 89,	-	05
<i>Voice</i>		
Bach, J. S. A Few German Chorals,	1	50
Bischoff, J. W. Marguerite (soprano),	1	10

LIST OF EMBOSSED BOOKS—*Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Cramer. How Can I Leave Thee?	1	\$0 05
Forty-five Hymn Tunes,	1	50
Hiller, F. Dame Cuckoo. (Trio for female voices), .	1	10
Knowles. Our Flag. (For male voices),	1	15
Mendelssohn. Hearts feel that love Thee (trio),	1	10
Roeske, C. C. A Collection of Songs, Duets and Trios,	1	50
Smart, Henry. The Fairy Haunted Spring (duet), . .	1	10
Gounod. Praise be the Father (anthem),	1	10
Gumbert, F. Maidens' Spring Song (trio for female voices),	1	10
Mendelssohn. O Vales with Sunlight Smiling (trio for female voices),	1	10
Moir, F. Best of all,	1	10
Scala. Vocal exercises,	1	50
Selected Hymns (words and music),	1	50
Sibley, J. T. When Dreaming (serenade),	1	05
Wagner. Spinning-wheel Chorus (trio for female voices),	1	10
Weber. Bright Sword of Liberty,	1	05
Arrangement of God of the Fatherless (an- them),	1	10
Werner. The Two Roses,	1	05
<i>Miscellaneous.</i>		
Bridge, J. T. Counterpoint,	1	2 00
Double Counterpoint,	1	2 50
Key to Braille's Musical Notation,	1	50
Landon, C. W. Pianoforte Method (Braille),	2	4 00
Mason's Touch and Technic,	1	2 00
Musical Characters used by the seeing,	1	35
Richter. Exercises in Harmony (Braille),	1	25
Webster, M. P. Preparation for Harmony,	1	40

N. B.—All orders for books, music or apparatus to be sent by mail must be accompanied by the necessary amount for postage.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS

SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

- | | | | | | | |
|----|-------------------------------------|---|---|---|---|-----------------------|
| 1. | The Hemisphere, | . | . | . | . | size 42 by 52 inches. |
| 2. | United States, Mexico and Canada, | " | " | " | " | " |
| 3. | North America, | . | . | . | . | " " " |
| 4. | South America, | . | . | . | . | " " " |
| 5. | Europe, | . | . | . | . | " " " |
| 6. | Asia, | . | . | . | . | " " " |
| 7. | Africa, | . | . | . | . | " " " |
| 8. | The World on Mercator's Projection, | " | " | " | " | " |
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II. — Dissected Maps.

- | | | | | | | |
|----|---------------------|---|---|---|---|-----------------------|
| 1. | Eastern Hemisphere, | . | . | . | . | size 30 by 36 inches. |
| 2. | Western Hemisphere, | . | . | . | . | " " " |
| 3. | North America, | . | . | . | . | " " " |
| 4. | United States, | . | . | . | . | " " " |
| 5. | South America, | . | . | . | . | " " " |
| 6. | Europe, | . | . | . | . | " " " |
| 7. | Asia, | . | . | . | . | " " " |
| 8. | Africa, | . | . | . | . | " " " |
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ARITHMETIC.

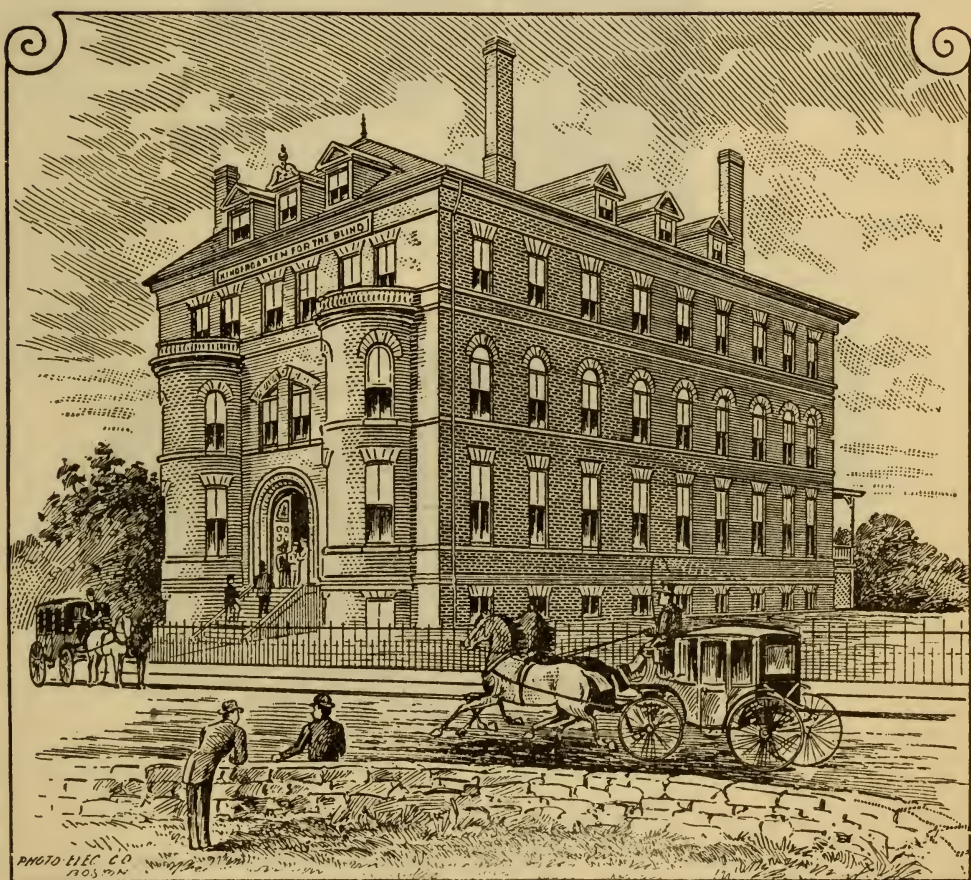
Ciphering-boards made of brass strips, nickel-plated, each, \$3 00
 Ciphering-type, nickel-plated, per hundred, . . . 1 00

WRITING.

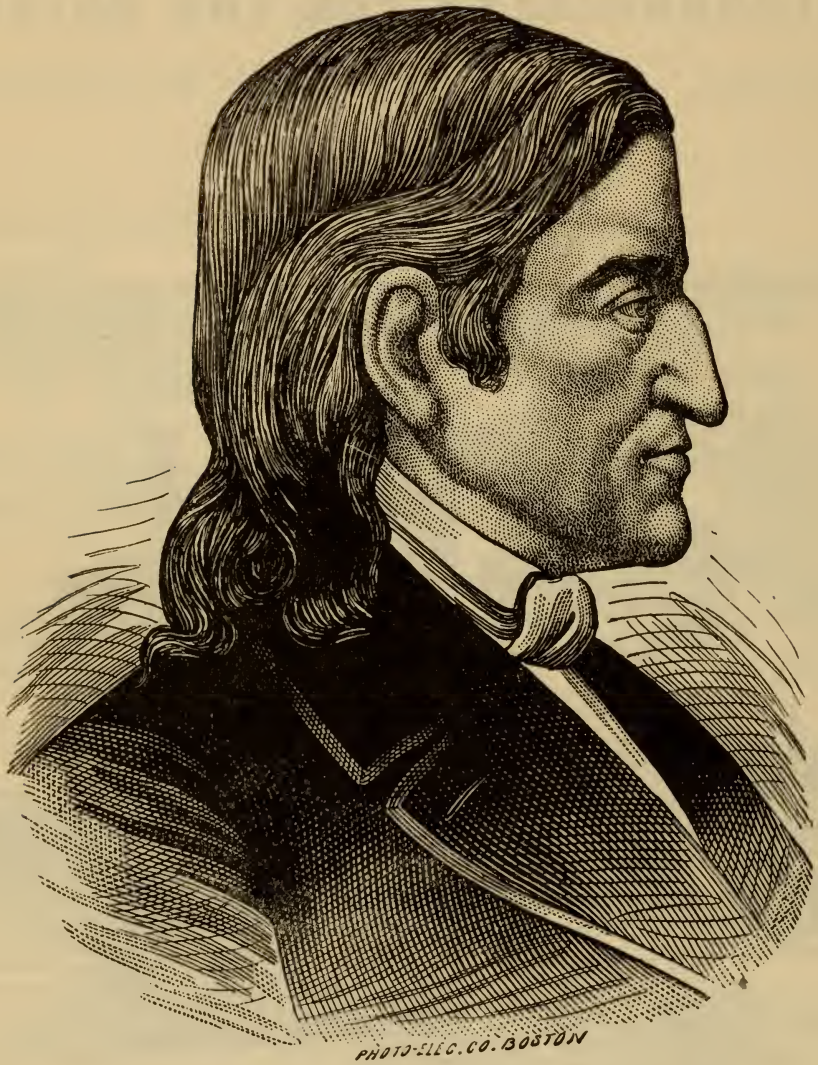
Grooved writing-cards, each, \$0 05
 Braille tablets, with metallic bed, . . . “ 1 50

NINTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND,

AUGUST 31, 1895.



BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1896.



Kommt, laßt uns den Kindern leben.
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1895-96.

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HENRY STONE.

THOMAS F. TEMPLE.

S. LOTHROP THORNDIKE.

GEORGE W. WALES.

LADIES' VISITING COMMITTEE.

MRS. ELIZABETH CARY AGASSIZ.

MRS. WILLIAM APPLETON.

MISS CAROLINE ABBOTT DERBY.

MRS. MAUD HOWE ELLIOTT.

MISS CLARA THORNDIKE ENDICOTT.

MISS OLGA E. GARDNER.

MRS. J. CHIPMAN GRAY.

MRS. THOMAS MACK.

MRS. E. PREBLE MOTLEY.

MISS LAURA NORCROSS.

MISS EDITH ROTCH.

MISS ANNIE C. WARREN.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

MICHAEL ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

OPHTHALMIC SURGEON.

F. INGERSOLL PROCTOR, M.D.

Boys' Department.

MISS ISABEL GREELEY, *Principal Matron.*

MISS NETTIE B. VOSE, *Assistant.*

MRS. SARAH J. DAVIDSON, *Kindergartner.*

MISS L. HENRIETTA STRATTON, *Teacher.*

MISS SUSAN N. READ, *Music Teacher.*

MISS HELEN S. CONLEY, *Teacher.*

MISS BLANCHE SHAVER, *Teacher.*

Girls' Department.

MRS. J. M. HILL, *Matron.*

MISS CORNELIA M. LORING, *Assistant.*

MISS FANNY L. JOHNSON, *Kindergartner.*

MISS ALICE M. LANE, *Teacher.*

MISS ELFIE M. FAIRBANKS, *Music Teacher.*

MISS MARION G. SMITH, *Teacher.*

MISS LAURA A. BROWN, *Teacher of Manual Training.*

GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:— Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so do not forget the Kindergarten for the Blind in Jamaica Plain. Pray bear in mind the fact that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually and morally, and to free them from the fetters of helplessness and dependence.

FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of dollars.

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately), with full power to sell, mortgage and convey the same, free of all trusts.

The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.

The Jamaica Plain electric cars pass within ten rods of the buildings.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:—We are not only thoroughly satisfied but very greatly encouraged by the results of the year's work. Another year's experience has increased the interest of the public in this undertaking, has added to the skill and knowledge of the teachers, has widened the possibilities of usefulness and has further justified by its results this humane work. The kindergarten has fully proved its own high merit and usefulness. That its value to the community exceeds many-fold its cost is no longer open to question. We need not praise it, for it is its own highest praise.

It has come prominently before us in the past year that, as with the teaching of the defective in general, so with a kindergarten for the blind, the physical defects themselves greatly increase the amount of attention needed by each pupil, and thus the cost of schooling. But, as the cost is greater, so is the gain and so the need. For, though we can only minimize, not efface, the influ-

ence of the defect, yet, comparing each with his untaught state, education betters the blind more than the sighted, mentally and in self-helpfulness.

The finances of the kindergarten are the most important subject to which we have to call your attention. As the work has become better known, the number of applicants has increased so as greatly to exceed the present capacity of the school; and in this increase the number of applicants from Massachusetts has shared. Now, we are under moral obligation to give preference to applicants from this state, and thus *pro tanto* to exclude those from other states.

This replacement of pupils from other states by those from Massachusetts cuts off an important source of income; for, while the kindergarten receives fees for board and tuition for the former, it receives none for the latter, the Massachusetts children being maintained without charge. In this way the income of the kindergarten for board and tuitions has diminished by nearly \$4,000 in the past year, as the following table shows: —

Received for board and tuition for the year 1894,	\$9,109 47
Received for board and tuition for the year 1895,	5,128 67
	<hr/>
Deficit for the year 1895,	\$3,980 80

We regret to add that we are likely rather to suffer further loss of income in this way than to recover what we have thus lost.

PURCHASE OF ADDITIONAL LAND.

A strip of land containing $48,823\frac{1}{2}$ square feet, adjoining the kindergarten property on the west, and extending from it to a new road which has lately been opened, has been bought for \$29,476.43. We thought it necessary to control this land, because it will be needed eventually for the growth of the kindergarten, and because it could be bought more cheaply now than if it were covered with dwellings, as it would probably soon be if we did not secure it, in view of the growth of that part of Jamaica Plain, and especially of the opening of this new street. In that the interest on this purchase, \$1,350 per annum, is a further burden in addition to the debt of \$14,414 already existing on account of new buildings, it is unwelcome; but we believe that the investment is wise if not indeed unavoidable, that it will be profitable in the end, and that the friends of the little blind ones will see to it that we are enabled to carry this burden, too.

Thus, even though, as seems to us most wise, the question of enlarging the kindergarten to meet the increasing number of applications be postponed to a future date, when with greater experience in this difficult field enlargement can be more wisely planned, the financial needs of this school remain most pressing. We wish to emphasize the urgency of our needs; we feel compelled to

appeal again most earnestly to every friend of this good, this estimable work, to aid it in the fullest measure in his power, and to enlist in its support the sympathy and interest of his friends. We appeal in full confidence that a generous community, knowing the worth and beauty of this work, will not suffer it to take a step backwards for lack of support in this time of its need.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

After the opening number of the programme and an exercise in reading by pupils from the parent school, two groups of children from the kindergarten came to the front of the stage and began their modelling in clay in preparation for a very charming exercise. It was a delight to look into their eager, fresh, happy faces, full of earnestness and animation. Several boys and girls busied themselves with sloyd knitting, which was introduced into the infant institution by Miss Anna Molander of Finland. One of the girls personated the grandmother with snowy cap winding yarn from a skein held by a small boy, while she told us what her little folks could do with their knitting-needles, going from the coarser grades of twine to the finer. To her questions the other children cheerily responded; and when her winding was done, their slippers, bags and other articles were also completed, and their implements put away carefully in their workbags.

While the little ones were at work Rev. Alexander McKenzie of Cambridge was introduced by Dr. Eliot, and made a most powerful and unique appeal for the kindergarten. He spoke as follows:—

ADDRESS BY REV. ALEXANDER McKENZIE, D.D.

With this picture before you I am sure you do not want to hear anything from me, and really there should be no need of my saying anything. I would rather remain silent and look at these children; but I cannot help thinking, as you are doubtless thinking, what a fine thing it would be if we could do the work of one of these teachers; and yet you and I are the ones to do it. Would you not be glad to come up here on the platform and lay your fingers on each one of these children and by your touch give him sight, so that he could enjoy the delight of seeing the trees, the sun, the fields, the flowers, of seeing his father and mother with his own eyes?

We cannot quite do that, but we come near to it when we open to these sightless children the great world of intelligence which lies in the books from which they have been reading this afternoon. Is there anything that any of you would not be willing to give for the privilege of introducing one of these pupils to the delights of literature and art and science, to the great treasures of history, poetry, philosophy and religion, from which otherwise they would be shut out?

They are not of necessity shut out in every way from the world, though they cannot look upon it as we do. They have the same power of thought, of feeling, of love, that we have; each one has a mind as bright and active and as full of eager desire for learning as our own; and each stands at the threshold of life, waiting for help to take possession

of his natural powers and of the great world to which he belongs. These powers become more intense when the outer world is obscured from the vision; and it is a very serious thing if they cannot in some way be put to use, and bring to the mind the truth of things in this world.

Now, it is a marvellous thing for these teachers to be eyes to these boys and girls; to be the agency by which these children can see and read and learn and know; to give to them the ability and skill that we see them possess and employ. But they have gone further than that; they have gone so far that where the ears too are closed and the tongue is bound they have accomplished the greater marvel of teaching the hand to speak and to hear and to see, and so have they reached the mind, and opened even to the blind, the deaf and the dumb those treasures which are the treasures of our life,—for, after all, we care more for what we think and feel than for what we can see. The great world that we value most can be opened to these children, and we are called upon to open it further, and to open it to others who are shut out from it. For myself, I feel that it is unfortunate that so few of us have part in this wide work. I propose to have a hand in it. I cannot do anything alone. There is no skill in my fingers and no wit in my mind for this ministry, but I can enter into partnership with one of these teachers. I may stand and see her work, and I may applaud her, admire her, cheer her. What then? Shall I go home and do nothing more? When I say to this teacher, “You teach this blind boy to read; you reveal to his mental eye the treasures with which the world is filled,” she answers, “Nothing would give me greater delight, but I have nothing to eat; unfortunately I must have bread; and I must leave this child in the dark while I go out and make bread.” Now, if I am a man beyond the smallest and lowest terms of humanity, I say

to her, "Stay here and teach this child, and I will give you the bread." That is what is asked of us this afternoon; to share this work, not by using our fingers on the nighted eyes, but by using our hands to make bread for these teachers. That is our part, to provide bread, to provide a roof for shelter and books for study, and to enable these wonder workers to live that they may carry on this noble work. What does our applause and admiration mean this afternoon? They cannot live on praise. What does our presence mean? These children cannot be taught by our presence here; they need bread, houses, books, and to us is given this inestimable privilege of supplying these. I do not know anything finer for us than to enter into this partnership with these teachers in carrying on this divine work. It seems to me the New Testament over again. I am walking in Judea and Galilee, and the blind receive their sight; and I have a deeper sense of what our Lord Jesus Christ gave to them, and how real was the blessing which he conferred. The method here is not like his, but the result is like his. It is marvellous indeed! Who ever saw anything more wonderful than this?

I remember being told that when Professor Bell, the inventor of the telephone, went abroad accompanied by his wife, who had lost the power of hearing and speaking in the ordinary way, and who afterwards had acquired the power of articulate speech,—the English people said, "Your wife is a greater wonder than your telephone." We cannot all make telephones, but we can assist in doing a more marvellous thing, we can help make the dumb children speak. There is honor for him who does that, and he shall have great joy and quietness of mind, more than if he had astonished the world by some wonderful invention.

I saw Tommy Stringer in my own church one day, and I saw his teacher speak to him. It was marvellous to see her talk

with her fingers in the palm of his hand. She put his fingers on her lips, and he learned to fashion words; he felt her breath, and he knew what that breath meant. Here was a greater thing than was done at the gates of Jericho when a man who had never seen received sight; for this gave vision to the mind, gave life and thought. Our Lord promised that those who fully received his life should do his work, — “The works that I do shall he do also; and greater works than these shall he do,” — and greater than opening the eyes of the child that he may see the visible world is the opening of the mind and heart of the child that he may see God, that he may see the life that is here and hereafter, that he may have eternal life; and yet that is the miracle that is made possible here as this work moves to its completion. We have testimony to this before us, in the three words of a boy, — three words which mean so much, — written by that boy there [Tommy Stringer]; this little phrase, addressed to his friend and teacher, “Mr. Anagnos, I love you.” Remember that that boy never had heard a sound, he never had seen a thing, he never had spoken a word distinctly; but he had by means of loving care and ingenuity on the part of his teachers come to the consciousness of himself; he realized this, “I am somebody;” and he had become conscious of some one outside of himself, of another personality, and he felt the impulse of human affection, and his heart went out to his friend in the dark. I have seldom read a sentence, and I think within these walls there has rarely been a sentence spoken, which, taken for all in all, surpasses this in sublimity or intensity of meaning; this revelation of life expressed in three words, which his teachers had given this dumb, deaf and blind boy the power to write, — “I love you.” It is eternity; it is the beginning of the endless life. To take one boy and thus reveal to him himself and his friend,

to teach him to know the master passion of love, is a work to which any one might aspire. There is nothing in Harvard University finer than that. The Kindergarten for the Blind is a branch of the university of humanity, and this illustration of its work which we see before us today should inspire us to do all we can to aid in the accomplishment of the result at which it aims. What it is doing rouses one's heart and stirs his ambition. I want to do it. Do you not want to do it? Do you want to do it? You have simply to join hands with one of these teachers, and let her keep on with her work, and you keep on making the bread and passing it in, and building houses for her pupils.

But all this means cost, and here is where our part of the work lies. I asked my friend Dr. Eliot about the temper of these children in regard to generosity, and he assured me they were generous. I should like to try an experiment; I should like to say to these children, "There is a man there who needs help; he is blind and poor. Will you do anything to help him?" I do not believe, if these children had five pennies apiece in their pockets, there would be a penny left when they were through with this poor man. I am going to turn the tables; I am going to turn round and ask you not for a penny, but for everything you have in your pockets, except enough to get home with. You look at these children at their work and play, and you say, "This is beautiful!" Is it not beautiful enough for you to empty your purses for them, and to give them substantial assistance in this great, divine charity? I do not like to say "money" here; the sound of the word jars. But money means the continuance and extension of this work; it means sight, light, life for these poor children. I wish I could make you feel how hard it is for me to say these things. I was asked to make a plea. A plea for what? For the sun, for the forces to

keep alive and sustain the world? I plead for eyes for the blind. What words could add anything to the pleading of these sightless eyes crying to us for light? Only one thing stands between the blind and this vision which delights us,—that one thing we call “money.” Every good work in this world today is halting, and halting for the need of money. We stand as the multitude stood by the sea of Galilee so many hundred years ago, five thousand hungry men, with women and children. They gathered about the Lord and his disciples. They were willing to feed the multitude, but they had no bread. In the method of Christ’s miracles there was always something to start with, and that day he had no bread. But standing by was a little boy with five barley loaves and two small fishes, and the problem was to get that bread from the boy’s hands into the hands of Christ. This was done; and as soon as Jesus got hold of the bread and the fishes the multitude was fed. That boy is the missing factor today. He is the master of the situation today. That boy stands beside every Christian institution in the world today. Everybody who is trying to do something for humanity is trying to make that boy pass in the bread. My friend, you are that boy. What we ask of you is to put bread into these Christian hands for this Christly work. The boys and girls here are the multitudes waiting to be fed, and it is through you and me they are to receive the bread of sight and the bread of life. What names there are in the annals of these schools,—Laura Bridgman, Edith Thomas, Helen Keller, Willie Robin, Tommy Stringer! You remember Laura Bridgman’s words as she looked onward, in the light which had been given to her here in her darkness: “By the finger of God my eyes and ears shall be opened. The string of my tongue shall be loosed. With sweeter joys in heaven I shall hear and speak and see.”

That was heaven and immortality; and immortality and heaven come to these children here on the earth when we make them see, though it be our fingers that flash the light into their darkened eyes, or by our touch make them hear and make them speak; until in the glory of the greater light the powers within assert themselves in liberty, and the soul rejoices in its life, and this young humanity lives in the glory and strength of the great Father of us all.

Then four boys and five girls took for their theme "Water as one of our great helpers," illustrating it in a variety of ways. First they sang a chorus, "Rippling, purling little river," arranged from music by Mozart; and then each pupil held up the clay model he or she had been moulding, at the same time telling us something about the subject. Alfred N. Heroux had made a millwheel. Joseph Bartlett described ice-cutting, and his clay represented blocks of ice. Willie Walsh referred to water as a drink, and his clay pitcher, tumbler and tray were for refreshing lemonade. Among these boys was Tommy Stringer, destitute alike of sight, speech and hearing. He told us with his fingers, his words being interpreted by his teacher, that his model was a watering-pot. Later in the afternoon he gave this to a gentleman who was so much interested in the performance that he sent him a gold piece.

Now the girls took their turn. Annie M. Kennedy described a reservoir, and had made a

dipper. Nora Burke told the story of James Watt, and her model was the famous teakettle through which that inventor obtained his first insight into the power of steam. Lura Gilman showed how this power was utilized for land travel, and exhibited a clay locomotive; while Mattie Hughes held aloft her model of a steamship, and told us how Fulton applied the same force to navigation. On one side had been standing Willie Elizabeth Robin, at work on a clay map. Though deaf and dumb, as well as blind, she was able to tell rapidly by means of the manual alphabet her story of the brook, widening from mountain to ocean, as illustrated by what her hands had wrought.

Finally all the kindergarten children seated themselves on the floor in oblong groups, representing boats' crews, and sang "The Golden Boat," some of them proudly holding little flags to the breeze, while others bent to and fro, with the motion of rowing; for this was one of their games, and the song was written by Mrs. Laura Ormiston Chant, the distinguished London philanthropist.

Then the kinder or child orchestra, of fourteen kindergarten pupils, played the *Electric Polka*, written by their teacher, herself blind, Cornelia C. Roeske; and in response to persistent applause they gave a second selection by the same com-

poser, called the *Hub Waltz*. Thus ended the kindergarten share of the exercises of commencement day.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
CHARLES P. GARDINER,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

NINTH ANNUAL REPORT OF THE DIRECTOR.

Life is joy, and love is power,
Death all fetters doth unbind;
Strength and wisdom only flower
When we toil for all our kind.
Hope is truth, — the future giveth
More than the present takes away.

— LOWELL.

To the Board of Trustees.

GENTLEMEN: — Standing on the threshold of a new year and looking back upon that which has just closed, we rejoice in being able to observe that the kindergarten has steadily pursued its onward course, that its present condition is very satisfactory and that the prospect for its making greater strides of progress is brighter and more promising than ever.

The past year has been one of remarkable success and good fortune. With the exception of nine cases of measles of a very mild form, no contagious disease has invaded our premises. As a rule the children have enjoyed excellent health, and their training has been carried on in the best possible manner.

Our cordial thanks are due to Dr. Henry W. Broughton of Jamaica Plain for responding cheerfully and most generously to all calls upon his time, and for prescribing readily for every child who was ailing and seemed to be in need of medical treatment. From the year when the kindergarten was first opened down to the present day this kind physician has attended faithfully to all cases of illness without having ever charged a cent for his labors. We are also greatly indebted both to Dr. F. Ingersoll Proctor, ophthalmic surgeon, and to Dr. E. G. Brackett for rendering gratuitously such services as came within the scope of their special department.

There have been two changes in the corps of teachers. Miss Susan N. Read of New Bedford was chosen instructor of music in the boys' department, to fill the vacancy caused by Miss Cornelia C. Roeske's illness and subsequent death, to which special reference will be hereafter made; and Miss Alice M. Lane was appointed teacher of the primary class in the girls' department, in place of Miss Eleanor McGee, who was not able to accept a reappointment on account of her approaching marriage.

The kindergarten has been constantly improving the field of its operations. Never before has its work been so thoroughly organized, so carefully planned and so energetically pursued as in the past year.

FRUITS OF THE KINDERGARTEN.

Fructu non foliis arborem aestima.

— PHÆDRUS.

We ken no more, Maister Sutherland, what we're growin' till, than that neep seed there kens what a neep is, though a neep it will bee. The only odds is, that we ken that we dinna ken, and the neep seed kens nothing at all about it. But ae thing, Maister Sutherland, we may be sure o': that whatever it be, it will be *worth God's makin' and our growin'*.

— GEO. MACDONALD in "DAVID ELGINBROD."

In these first years when the children sent from the kindergarten to the Perkins Institution are taking their places beside those entering without previous instruction,—putting the results of the kindergarten training on trial, as it were,—it is interesting to note the difference existing between the two sets of beginners. In fact, it becomes a matter of mere justice to accord to the kindergarten the credit found to be its due. The following statements from some of the teachers having these new-comers under their instruction and observation furnish the best evidence to be adduced on the subject.

Miss Sarah L. Dinsmore, of the boys' department, says:—

When the class came to us from the kindergarten, I felt that, as a class, they were in advance of our other boys of the same age. After working with them two months my opinion has not changed. Although a great range of ability

is represented among them, it may be said that they have, on the whole, a lively and intelligent interest in every subject brought before them; also a spirit of investigation and thoroughness, with which I am much pleased. This is to be noticed even in the oral reading. The boys from the kindergarten are not willing to pass over a word the meaning of which they do not understand; while the other boys seldom ask the meaning of any term, and prefer to read uninterruptedly, though they do not fully comprehend the sense of the text.

The power to concentrate thought, reason for themselves and draw their own conclusions is much stronger in these boys than in those who have not had kindergarten training. Self-reliance has been developed in nearly all of them. They do not care to accept help until they can go no farther alone.

There are other characteristics of the class which I think should not be overlooked: one is, careful, painstaking work; another, a feeling that they ought to do and a determination that they will do the best they can.

Miss Caroline E. McMaster, also of the boys' department, speaks more particularly of development in character and physique: —

The children from the kindergarten show that there has been real development of mind and body under the training they have received. It is a pleasure to read to them, for they listen intelligently and follow the course of what is read. They read for themselves understandingly and ask the meaning of words not understood. They speak clearly and express themselves easily.

In disposition and manners the beneficial effects of the pleasant kindergarten atmosphere reveal themselves very

plainly. "They are dear children" is the commonly expressed opinion concerning them, owing to their sunniness of disposition and unaffectedly polite ways. They are quick to say "thank you" when books, pencils or other things are passed to them, and very spontaneous in recognition of all favors, deeming as such many little offices which might easily be accepted as matters of course except by hearts awake to gratitude.

The boys who come directly from their homes do not bring with them this brightness of disposition, nor are they equally inclined to acts of courtesy and thoughtfulness for others. They are slow and awkward in all their motions, — noticeably so in contrast with the freedom exhibited by the kindergarten boys; and it takes much patience and perseverance to rouse them out of their physical as well as mental torpor.

In one case, the child has been "learning by doing" for several years under happy conditions, and now shows the results; in the other case he comes here to begin his education.

The estimate of the little girls' standing in their new school is given by Miss Gazella Bennett, the able principal of the girls' department, upon whose just judgment and temperate speech the most implicit reliance may be placed: —

A class of nine girls, from eleven to thirteen years of age, came to us at the beginning of the school year from the primary department at Jamaica Plain. They have had a full kindergarten course, have been two years in the primary department, and now enter upon our work of the fourth year. They are one year in advance of other girls of the same age who have had two years of primary work without a previous kindergarten training.

The active, joyous life at the kindergarten has developed healthy bodies, cheerful temperaments and responsive minds. The mental habit of concentration and the natural sequence of ideas have been so thoroughly established that we can say with perfect propriety that these children know *how* to study. They have acquired a marked ability, which has already gained for them one year of time, and which in the seven or nine years to follow will secure a mental discipline far superior to anything we have been able heretofore to bestow upon our pupils. These girls manifest, both in the home and in the school-room, the normal attitude of young life to the world about it, — a desire to understand its environment and to be in harmony therewith.

The work in botany is a special delight, for well-trained fingers, guided by well-developed minds, are quick to discover the characteristic form, structure and substance of leaf or fruit; while familiarity with the necessary scientific terms, such as apex, parallel, circumference, etc., provides a ready and accurate means of expression for what has been observed, thus giving free course, untrammelled by halting words or fingers, to their instinctive love for nature.

In these years at the kindergarten pure and natural tastes have been cultivated and much general information has been acquired. When the young ladies of the literature class invited the other members of the school to join with them in celebrating the one-hundredth anniversary of Bryant's birthday, this class was specially in the spirit of the thing, for they already knew and loved Bryant through "Robert of Lincoln."

The transition from the domain of the kindergarten to that of the school was so wisely effected while the girls were still among the young children that they are not conscious of any transplanting. Their work continues to show the same spontaneity which has characterized it heretofore, and it is not less joyous because it grows deeper and broader.

Such, then, are the bountiful first-fruits of the kindergarten. Surely they must be richly refreshing to every friend who from his store of love and money has contributed toward the keeping of the "garden."

THE TRANSCRIPT FUND.

Such aid as I can spare you shall command.

—SHAKESPEARE.

At the beginning of the year just closed the receipts of the kindergarten from paying pupils were steadily diminishing, and it was evident that its regular income from this source would fall short by about \$5,000.

This outlook was far from being bright, and it continued to grow darker as the friends of the institution gradually found their fears for the future to be only too well grounded. Finally it became so threatening, betokening as it did the danger of financial difficulties, that the adoption of such effective measures as would make up the amount of loss or shrinkage in the revenue was imperatively demanded.

Several ways in which the emergency could be met suggested themselves to us; but the best and most feasible of them all seemed to be that of making a determined effort to enlarge the list of the regular contributors, and also to bring about an increase in the amount of the annual

subscriptions. To this end immediate steps were taken, and an appeal was issued in the form of a leaflet, in which the actual condition of the affairs of the kindergarten was set forth and assistance was earnestly solicited. This plea was widely distributed, and a copy of it fell by chance, as it were, into the hands of one of our public-spirited citizens, Mr. Charles H. Bacall, who was so deeply impressed with the needs of the infant institution, and who took such a profound interest in the matter, that he sent to the *Evening Transcript* the following card:—

TO THE EDITOR OF THE TRANSCRIPT:—I notice that Mr. Anagnos states that his income for the Kindergarten for the Blind will be reduced this year by about five thousand dollars, and I wish to suggest that five hundred men subscribe ten dollars each for this worthy object. I will be one to give this amount. Will you be kind enough to publish this suggestion, offering to receive the funds for the purpose? It seems to me a man who is engaged in such a noble work as this should not be allowed to be embarrassed by a lack of funds in such a city as Boston, and I have no doubt there are not only five hundred, but a thousand citizens, who will be glad to contribute this sum. C. H. B.

The response to this plea was ready and liberal, and not only so, but a wide-spread feeling of interest was created in the minds of the public by this effort on the part of one of our leading men of business to obtain aid for the kindergarten. Other pens were soon enlisted in the

cause, and many lovers of humanity expressed themselves eagerly in favor of the movement. One true and steadfast friend wrote these words: "It is a good thing for Bostonians to give to the blind children. It keeps everybody close to the very spirit of kindergarten work, which is living *with* children, as Froebel taught, caring for their needs from full sympathetic understanding, not merely from cold conviction." The columns of the *Transcript* continued to be open to all communications which were calculated to further the movement. Thus this newspaper, so long and so highly esteemed by the citizens of Boston, showed once more that one of its aims is to be a generous helper and stanch supporter of every benevolent enterprise. From week to week there was published in the Saturday evening issue of the paper an acknowledgment of the sums contributed, together with the names of the donors.

The appeals for help were heard beyond the borders of the commonwealth, and friends old and new responded promptly and generously from all directions. The cordial words of appreciation of the work of the kindergarten and of love and devotion to the cause of the little blind children, which in many instances accompanied the gifts, were valued no less than the contributions themselves. The work went on apace, and on the 30th of March the sum of \$5,666.95 was in the hands of the treasurer. The kindergarten was safe for the

time from the danger of unwise retrenchment or increased debt.

We cannot allow this occasion to pass without speaking words of the deepest gratitude to the editors and proprietors of the *Evening Transcript* and to each and all of the contributors whose offerings have aided to make up the deficit in the income of the infant institution. Of their abundance many have given cheerfully, while not a few people of moderate means have, from cordial sympathy for the little sightless children, stinted themselves to give their mite to the support of a beneficent enterprise, which is second to none in holiness and is dear to the heart of every true lover of childhood. The completion of this fund was the outcome of pure benevolence and unfailing generosity, and as we look at the list of the contributors, which is published in another part of this report, our feelings of gratitude and our rejoicing are too deep for utterance.

MORE ANNUAL SUBSCRIPTIONS SORELY NEEDED.

Our heart grows richer in giving ;

All its wealth is living grain ;

Seeds which mildew in the garner,

Scattered, fill with gold the plain.

— MRS. CHARLES.

The urgent pleas for aid which we have been obliged to address from time to time to a large number of benevolent citizens of Boston and of

some of the neighboring towns have met with a very generous response. The total amount of annual subscriptions for current expenses, instead of falling off, as was feared at the beginning of the year, has been increased from \$4,520.50 in 1894 to \$5,129 in 1895. This very gratifying result is chiefly due to the constant appeals to the public for new helpers to come forward and fill the places in the ranks of our benefactors made vacant by withdrawals or by death.

The fact that there has been no diminution in the sum of the yearly contributions during a period of financial depression such as that through which the country has lately passed is certainly a cause for rejoicing and thanksgiving. But, owing to a lack of a sufficient endowment fund, and to the heavy debt which the purchase of a lot of land adjoining our premises has forced upon us, the need both of the continuance of the old subscriptions and of the addition of new names to the list of regular givers is greater than ever.

It is well known to our friends and benefactors that the infant institution is doing a holy work, and that its growth has been amazingly rapid and persistent. No other undertaking which has for its aim the deliverance of the blind from the bonds of dependence and of helplessness has equalled it of recent years, nor is there anything now in contemplation which can excel it. Aided with munificent liberality by a large number of public-

spirited and warm-hearted men and women, it has reached a stage of development which is far beyond the most sanguine anticipation of its projectors. It has become one of the best and most efficient agencies for the permanent good of those who live in never-ceasing darkness, and the solid groundwork upon which rests the extension and perfection of our scheme of education.

The strength of the kindergarten lies in the fact which is the very cause of its existence, — that it serves in great measure to ameliorate the condition of those who suffer under one of the greatest misfortunes which can befall the lot of man, that of blindness. It renders most effectual aid in the rescue of the little innocent victims of affliction from the woes of poverty and neglect and from the dangers of corruption or indulgence. Its doors stand always open; it is ever ready to welcome as many children as can be accommodated within its walls, and to give them not only the love and affection for which they are famishing, but that equipment of solid educational endowments which alone can raise them from a position of dependence and inferiority to one of independence and social equality. Sixty-four of these unfortunate little boys and girls are gathered at present under the hospitable roof of the infant institution, surrounded by the sunny atmosphere and the healthy influences of a well-regulated and wholesome home, where kindness is the

schoolmistress and love the reigning law. Here they receive the very best of physical, intellectual and moral training.

All this is most excellent, so far as it goes, and for it we are most profoundly grateful; but it does not cover the ground completely. More is absolutely needed. Nearly a dozen tiny applicants are seeking admission; yet they are excluded from the little heaven of childhood for lack of room. Hence it behooves us not only to maintain the kindergarten in its present state of development and efficiency, but to enlarge its accommodations so that we may keep the gates ajar to every suitable comer, and to widen the field of its usefulness and beneficence. In other words, we must remove every hindrance and provide the necessary motive power for its steady progress towards the fulfilment of its highest mission. We cannot do otherwise. It would be grievously wrong to pursue a different course. Our obligations to a large number of little sightless children are too sacred and binding upon us to be neglected or overlooked. These stricken lambs of the human fold are entitled to the best cultivation which an enlightened and high-minded community can bestow upon them. Their claims for it, viewed from whatever stand-point, are stronger than those of all others, and we must struggle on unflinchingly until these are satisfied to their fullest extent.

In order that the blessed work of the kinder-

garten may go on in its integrity without the least interruption until the endowment fund is completed and a solid financial foundation secured, an increase in the number of the annual contributors is indispensable. Indeed, there is no escape from our perplexities and no assurances of steady progress without it. Hence we are compelled to ask for further assistance, for new subscribers. Our call is earnestly addressed to all philanthropic and tender-hearted persons; but it is directed with special emphasis to you, fathers and mothers, whose sons and daughters not only are in full possession of their faculties, but have the pure wheat and the sweet waters of life in plenitude, and are favored with the enjoyment of many advantages, comforts and pleasures. The case of the little sightless children, for whom we bespeak your generosity, is entirely different from that of all others.

These hapless little human plants are shrouded from infancy in a ceaseless gloom that has settled down like a thick, sullen shadow upon them. They live in everlasting night from the cradle to the grave. No human power can restore their sight. To them all is, and will ever be,—

Dark, dark, dark, amid the blaze of noon,
Irrevocably dark, total eclipse,
Without all hope of day.

A sable curtain is drawn around them, and their horizon is completely veiled. The outer world,

with its countless images of beauty and sublimity and with its marvellous sources of knowledge and inspiration, is a "blank of sadness" to them. Not for them are the grandeur of nature and the glory of art, nor the colors of the flowers, nor the plumage of the birds, nor the brightness of the firmament. They are isolated by their infirmity, and, if left to themselves, degenerate through idleness and run the risk of falling victims to an intellectual blight that often approaches closely to feebleness of mind. In some instances they are not only oppressed by extreme poverty, but are constantly exposed to unhealthy and deleterious influences, which hinder their normal development and stunt their physical, intellectual and moral growth.

O suffering, sad humanity,
O ye afflicted ones, who lie
Steeped to the lips in misery.

The deliverance of these afflicted children from the clutches of woe, and their future welfare, depend wholly upon a broad rational education. To them this is not merely an accomplishment or a luxury, but a veritable necessity. It is the only sure means of emancipating them from the bondage of an appalling calamity. It is the spark that will kindle in them the aspiration for self-helpfulness and the ambition for self-improvement and guidance. It is the Aladdin's lamp that will illumine their pathway and will lead

them out of the shadow of affliction into the sunlight of activity and happiness, the lever that will raise them in the scale of humanity, the passport that will introduce them into the society of their fellowmen.

Plunged into a sea of ills, these puny and weakly little figures stretch their hands toward the shore, calling for a life boat. Will their petition be allowed to prove as ineffective as a cry in the wilderness? They turn their pale and wan faces toward you, fortunate parents, whose offspring are hale and “greatly blessed with every blooming grace,” and beseech you, in doleful accents of supplication,—

Save us! Save us! woe surrounds us,
Little knowledge sore confounds us;
Life is but a lingering death.

Are you going to fortify yourselves behind the walls of continued hard times and turn a deaf ear to the appeal of these unfortunates? They implore you to provide for them a plank wherewith to cross the river of their affliction, to land at the shore of self-reliance and to enter upon a career of activity and usefulness. Will you dismiss their request with a cold denial? They beg of you, in the name of mercy, to roll away for them the ponderous stone that closes the entrance of the sepulchre in which their humble talents are entombed, so that these may be vivi-

fied by exposure to air and shower and sun and bring forth blossoms. They ask you for nothing less than what is to them the veritable bread of life. Can it be possible that such a piteous and pathetic plea will receive no heed from you, generous men and women of Boston and high-minded citizens of Massachusetts, so liberal in aiding every sufferer,—

So just, so generous to all distressed,
Whoever, or wherever they may be?.

I do not believe that this is possible; at any rate, I trust not. The instincts of humanity, the promptings of benevolence, the dictates of wisdom and the experiences of the past, all combine to strengthen me in a belief that a ready and abundant response will be accorded to this appeal, and that the kindergarten will be adequately supported and enabled to fulfil its gracious mission.

THE ENDOWMENT FUND IS STILL INCOMPLETE.

The sum of \$45,325 is needed for its completion.

Wie schränkt sich Welt und Himmel ein,
Wenn unser Herz in seinen Schranken banget!

— GOETHE.

The picture of anxiety, which the greatest and most learned of German poets draws in these lines, is so familiar to those of us who are deeply concerned about the financial condition of the kinder-

garten and the permanence of its usefulness that we can bear testimony to its absolute correctness. We know from personal experience "how heaven and earth seem to contract when our heart frets within its barriers," and how depressing and dispiriting are the effects of perplexity.

We have every reason to be very thankful for what the kindergarten is doing and for the constant enlargement of the field of its work. But, while we rejoice at the steady advancement of the infant institution and at the abundance of the blessings which it confers upon the little sightless children of New England, we are not free from uneasiness and worriment in regard to its future destiny and to the continuance of its beneficent ministrations without interruption or degeneracy. On the contrary, we are extremely solicitous about these matters, and we have real reasons and not imaginary ones for our anxiety, the two principal and most weighty of which are: first, the insufficiency of the endowment fund; and second, the slowness which characterizes its completion.

This fund is of the utmost importance to the life and development of the kindergarten. It is the vital sap of its growth and the anchor of its safety. It is the solid rock upon which alone it can rest securely as on a firm foundation, and on which its very existence depends. Only an adequate endowment can furnish the little school with the motive power of its progress and with the

main stay of its perpetuity. Until we obtain this safeguard we cannot free ourselves from a feeling of insecurity, nor from black visions of apprehension as to the future.

The total amount of money which has been added to the permanent fund during the past twelve months is \$13,174.08, and the balance which still remains to be obtained for its completion is \$45,325.92.

In order to raise this sum we are again compelled to appeal to the public with all the earnestness that we can command, and with the most eager hope that our plea in behalf of the little blind children may touch a responsive chord in the tender hearts of many of our benevolent and liberal-minded citizens.

The importance of the endowment fund has been repeatedly shown in these reports, and has been fully realized by a large number of cordial sympathizers and public-spirited men and women. These have contributed generously to the fund and have labored zealously for its completion. Yet there are many others, who are favorably disposed toward our enterprise, and who would undoubtedly have their hearts warmed to deeds of beneficence, could they see the helpless little ones, who appeal powerfully though unconsciously to all beholders, and should they obtain a clear knowledge of the work actually done at the kindergarten.

Has not the time come for us to begin a sys-

tematic canvass for soliciting funds, and to try with all possible diligence to enlist in the cause of the little blind children the active interest of those who can be of service to it?

If the stanch friends and stout champions of the kindergarten should take concerted action, it will undoubtedly be productive of substantial results and will pave the way to the accomplishment of its highest purposes. Emerson says:—

One thing is forever good;
That one thing is success.

This precious boon of success, so greatly valued by the sage of Concord, and which, according to Smiles, “treads on the heels of every right effort,” is by no means beyond our reach. Verily we are not very far from it; but unless we put forth our best energies we cannot possibly win it. We must continue to labor for it with a patient, persisting and unyielding enthusiasm, unwearied by toil, undeterred by drudgery, undaunted by disappointments. We must not be appalled at the sight of the immense difficulties which we have to encounter. The greater these are, the higher our spirit must rise to meet and overcome them. If it be necessary for us to try to move heaven and earth for the purpose of insuring the perpetuity of a little paradise, in which scores of blind children live on the fruits of kindness and parental care, and thrive physi-

cally, intellectually and morally, let us not hesitate to do this. Let us determine to summon to our help all our forces and resources, and they will come.

Still shine the grand heavens o'erhead,
Whence the voice of an angel thrills clear on the soul:
"Gird about thee thine armor, press on to the goal."

By earnest appeals and unremitting striving we will finally succeed in building and endowing an institution which will be a perennial source of good to the blind, a psalm of praise to the benevolence of Boston and a noble monument to the liberality of Massachusetts.

WHO WILL RELIEVE US FROM THE LOAD OF DEBT ?

This burden has reached the sum of \$43,476.43.

My chief care
Is to come fairly off from the great debts.

— SHAKESPEARE.

In addition to the need of the immediate completion of the endowment fund, the financial condition of the kindergarten is seriously complicated by another factor of vital importance, namely, the growth of the debt, which on account of its present size is pressing more heavily upon us now than heretofore.

During the past year two generous friends have come forward with liberal gifts to enable us

to pay another part of the money, which we had to borrow in 1892 for the erection and equipment of the new buildings. Mrs. Edward Motley, the widow of one of the steadfast helpers and constant benefactors of the blind, sent to us \$1,000 for this purpose. An equal sum was received through Mr. William H. Sayward of Dorchester from a benevolent gentleman, whose name has been withheld from the public ken at his earnest insistence.

By means of these donations and of a few other contributions the amount of the debt, which remained unprovided for, was reduced from \$16,475 to \$14,414, and it was earnestly hoped that the whole of it was soon to be wiped out. But meanwhile a strip of land, contiguous to the western side of the estate of the kindergarten and consisting of 48,823 1-2 square feet, had been put up for sale and was liable to be disposed of at any time, either in separate lots or in the lump. For obvious reasons this piece of property was not merely desirable as an addition to the grounds of the institution, but so indispensable to the steady growth and full development of the latter, that it would have been a lamentable lack of foresight and an unpardonable blunder on our part if we had allowed it to pass into other hands. Hence we were compelled to purchase it at a cost of \$29,476.43, and this sum, added to the balance of \$14,414 which is still due on account of the new

buildings and their equipment, brings the total amount of the debt up to \$43,476.43.

It is scarcely necessary to state that this burden is too heavy to be carried for an indefinite period of time, and we ought not to be allowed to go through another year with such a ponderous load resting upon us. It hangs like a murky cloud over the kindergarten, and is a hindrance to its growth and a standing menace to its prosperity. By absorbing nearly eight hundred dollars per annum in the form of interest, it preys unsparingly upon our revenue, — which has already suffered marked shrinkage and is far from being sufficient to cover current expenses, — and increases the gravity of the financial condition of the infant institution. Freed from this debt, the kindergarten will make more rapid progress and may be expected to fulfil without drawback its sacred and beneficent mission.

May we hope that a strenuous and systematic effort will be made for the speedy removal of this incubus?

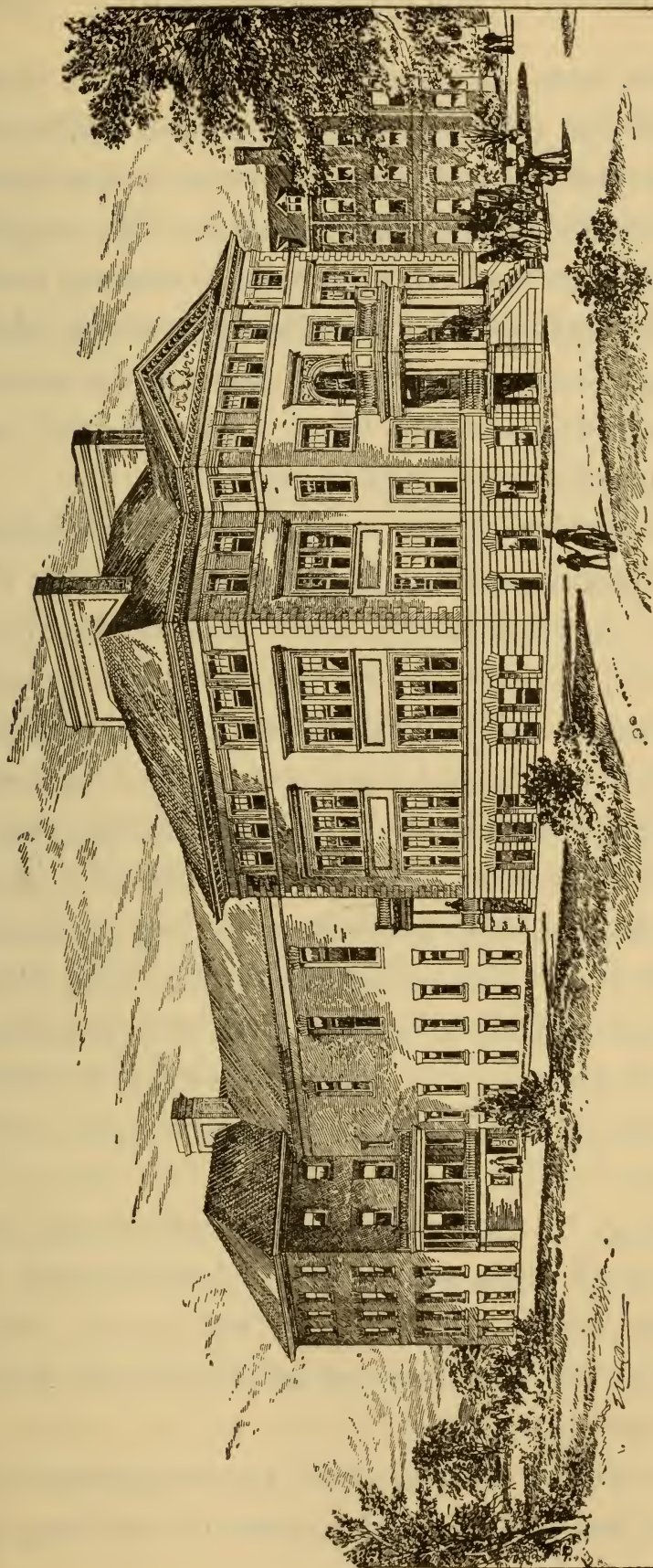
Who will help to relieve us from it?

INCOMPLETENESS OF THE MAIN BUILDING.

Build on and make your castles high and fair.

— LONGFELLOW.

The auspicious hope of finishing the main building, which has been fervently expressed in previous reports, has not yet “ended in joy.” Its realization



MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (As it will appear when completed.)

has again been deferred. No steps have been taken for the consummation of a wish which has for some time past been uppermost in the hearts of the friends of the kindergarten. No regular effort has been made to obtain the necessary funds for the construction of a building, without which the reorganization and readjustment of the scheme of the education of the blind on a broader and more comprehensive basis is impossible.

The necessity of the completion of this edifice is too obvious to need demonstration. It is this structure that will supply more than all the others the needful force for the invigoration, development and expansion of the infant institution, and give to it life, power, impulse and the means of growth.

Is it expecting too much to hope that the matter will soon attract the attention and enlist the interest of some wealthy persons, who will undertake to pay the cost of carrying out the excellent plans, which have already been prepared with great care and good taste by an able and skilful architect, Mr. Walter R. Forbush, and which are now ready for use?

Buildings of various kinds are constantly presented to all sorts and grades of educational institutions for seeing children and youth. Why should not the like spirit of munificence be shown toward the sightless?

Thus far no message of encouragement nor order to proceed with the work of building has

been sent to us. Nevertheless, we cannot but hope that sooner or later some of the tender-hearted friends and generous benefactors of the blind will combine together and supply the means for the erection and equipment of an edifice which will be an enduring monument to themselves and a magnificent temple to humanity.

DEATH OF MISS CORNELIA C. ROESKE.

Sleep the sleep that knows no breaking,
Morn of toil, nor night of waking.

— SCOTT.

With hearts filled with sadness we mourn the loss of one of the most talented musicians and accomplished graduates of the Perkins Institution at South Boston, Miss Cornelia C. Roeske, who died on the eighth of July last, thirteen days after the close of the school term. The immediate cause of her decease was Bright's disease, but she was also suffering from pulmonary consumption, like nearly every member of her family, her mother and two of her sisters having fallen victims to the dread malady.

Miss Roeske received the best training in the art of music that could be afforded by the institution, Prof. Carl Baermann having been her special teacher on the pianoforte for several years. In 1888, when the kindergarten was thoroughly organized, she was placed in charge of its musical

department, and occupied that position until the close of the last school term most acceptably. In all her movements she was the most fearless, independent and self-reliant blind young woman that I ever knew.

In addition to her unremitting industry and uncommon energy, Miss Roeske was blessed with many natural gifts, which helped to render her an excellent teacher and a good composer. Many of the pieces of vocal and instrumental music taught to the children were her own productions, and on most of these her personality was deeply impressed. Hers was a poetical mind endowed with intellectual variety and strength, and her compositions had a free and melodious flow. She had a joyous, buoyant disposition, which enabled her to rise superior to the ordinary troubles and misfortunes of life.

When it became known to the members of the Ladies Visiting Committee that Miss Roeske was obliged to resign her position on account of the precarious condition of her health, they acknowledged the value of her services in a graceful and substantial manner. This recognition afforded her great pleasure and gratification.

Miss Roeske will be sadly missed, not only by her pupils, who loved and revered her, but by her associates and by a large circle of friends. One and all will grieve over the premature ending of a career which was full of promise.

MANUAL TRAINING.

The hand is the instrument of instruments.

—ARISTOTLE.

Manual training has become one of the most prominent features in the work of the kindergarten. The sloyd course in knitting and sewing, which was arranged by Miss Anna Molander two years ago, and for which the blind children of this and of other countries owe a vast deal of gratitude to that ingenious and erudite daughter of Finland, has been carried on steadily and with marked success.

This system of manual training, based as it is on purely scientific principles, embodies Froebel's ideas. It was introduced into the primary classes of the kindergarten with the distinct purpose that it should work its way upwards to the higher grades of the parent school. We believe, with the eminent founder of the workingman's school in New York, that this way of proceeding seems to be far more natural and logical than the opposite one. As Dr. Adler says, the plan of education should develop from below upward like a tree, unfolding its several branches more and more as it rises in height, and thus maturing toward perfect fruition at the top.

It is a cause of profound regret that, owing to the expiration of her leave of absence from her position in one of the public schools of Helsing-

fors, Miss Molander could not prolong her stay with us for one or two years more; for, if she had been permitted to do so, she could have trained a number of intelligent and well-educated teachers, and would have watched over the gradual development of her system until it had been deeply rooted in the American soil and passed from the stage of infancy to that of full growth.

WILLIE ELIZABETH ROBIN.

A beautiful and happy girl,
With step as light as summer air,
Eyes glad with smiles and brow of pearl,
Shadowed by many a careless curl
Of unconfined and flowing hair.

— WHITTIER.

The case of this beautiful little girl, who has attracted so much attention in the past, continues to be as noteworthy and as abounding in interest as ever.

Since the publication of the last account of Willie's education, her progress from every point of view has been steady and uninterrupted. The development of her mental faculties has kept pace with the growth of her body. She is a model of harmonious unfoldment and of healthy childhood.

In personal appearance Willie is one of the handsomest and most charming girls that ever entered the kindergarten. She is comeliness and



WILLIE ELIZABETH ROBIN.

symmetry itself. To use the words of Tibullus, whatever she does or wherever she turns, grace insensibly pervades all her movements and attends her steps.

*Illam quicquid agit, quoquo vestigia flectit,
Componit furtim subsequiturque decor.*

Happy she certainly is, and there is everything in her environment to make her so. She is in perfect tune with her surroundings. No one ever hears her repine, nor is there room for discontent in her sunny soul.

Emerson says: "If a god wishes to ride, every chip and stone will bud and shoot out winged feet for him to ride." These words may be applied to Willie's case with peculiar fitness. She is determined to break the fetters of her affliction and to rise above it, and in all her undertakings she displays such earnestness and perseverance that through her own ingenuity and the aid readily proffered by those around her obstacles are often turned into stepping-stones, which help her over many a hill of difficulty. Indeed, the dominant features of her character are indomitable energy and steadfastness of purpose, combined with a natural buoyancy of spirits.

As in former years, the methods pursued in Willie's instruction and training during the past twelve months have been objective, rational, direct and free from rote, formality and mere mechanical

effort, which, instead of aiding the development of the active and creative principles of the mind, tend either to prevent it altogether, or at least to stint the growth of the intellectual faculties. Her studies have been carried on in the primary class with other girls of her own age, and no effort has been spared to keep her under such influences as are calculated to foster and develop in a simple and natural way the striking originality with which she is unquestionably endowed.

A tender and loving heart, a serene and well-poised mind, a sweet and amiable disposition, a daintiness and an irresistible charm of manner,—these are the principal attributes which vitalize Willie's personality and render her a lovable, bright and happy little maiden.

The story of the mental and spiritual development both of this beautiful girl and of Tommy Stringer has been told so well and with such a rare accuracy and clearness in previous reports by Miss Laura E. Poulsson, that it has commanded general admiration and met with the unqualified approval and cordial approbation of those who are competent judges in matters of this sort. This kind friend has again been urged to render a similar service this year. She has cheerfully consented to do so, and the following account which she has produced from the materials placed in her hands is a work of painstaking research and abso-

lute truthfulness, and withal so gracefully and vividly written as to be deeply interesting and even fascinating to the reader.

I pity the man who can travel from Dan to Beersheba and say: "'Tis all barren"; for so it is, and so is all the world to him who will not cultivate the fruits it offers.

—LAWRENCE STERNE in "*A Sentimental Journey*."

Visitors at the Kindergarten for the Blind, however they may be affected personally by pity and sympathy, cannot fail to be struck by the dominance of the note of joy among the children themselves. In the class rooms the atmosphere is one of cheerful confidence both in their teachers and the stranger within the gates. They have no doubt but that their expressions of feeling or opinion will be met with sincerity and good will, and the result is a frankness and cordiality which it does one's heart good to encounter. In the play hours the air is full of eager chatterings, catches of song and the enthusiasm of games. Life seems eminently "worth while" to these little people. They are no dullards journeying from Dan to Beersheba and finding it all barren, but cultivators of the world's good fruits and quick spyers of its wayside joys. Yet, though the great world is full of fruitage and beauty for all who have the cultivating heart, life has for each of us its individual pathway; for these children, a pathway darkened by a mighty wall, whose face, unscalable, ever confronts them. Thorwaldsen-like, they make the stern rock yield them occasion for noble accomplishment, and work in happy bravery, carving out beauty from hardness and adding to the joy of mankind. They and the great

Danish sculptor teach us a lesson of acceptance and work,
— of making the best of whatever comes.

We often fail by searching far and wide
For what lies close at hand. To serve our turn
We ask fair wind and favorable tide.
From the dead Danish sculptor let us learn
To make Occasion, not to be denied :
Against the sheer precipitous mountainside
Thorwaldsen carved his Lion at Lucerne.

A sunny spirit, patient, unstinted effort and no asking for “fair wind and favorable tide,”—these are what we find in the kindergarten at Jamaica Plain, and what we believe in more sacredly for every visit made there. It is among such influences and as one of these happy children that Willie Robin is still growing up, though she is now fitted for South Boston, and would enter the higher institution if there were room for her accommodation. She is a fine, large girl of eleven years, strong in health, fair of face and with good mental ability. Her past school year has been an uneventful one. She has not “made history,” so to speak, either by climax of achievement or by catastrophe of any sort. There has been the steady jog, jog, of daily progress, but no leap of advance unless in the matter of articulation. Miss Hobart, the special teacher in that branch, has been seconded in her laborious task by the ambitious little girl’s best efforts, and, although it is more or less difficult for strangers to understand her at first, she now speaks so well that a little practice and care in listening enable almost any one to understand her. All recitations are given in spoken words and her share in conversation as well, while those who communicate with her use the manual alphabet. If any one wished



WILLIE E. ROBIN WITH TWO OF HER SCHOOLMATES.

to realize what a cumbersome piece of business it is to learn to read aloud under the double deprivation of sight and hearing, attendance upon one of her reading hours would help him to do so. No zeal is lacking on Willie's part, and her recognition of the letters in the embossed print is very ready; most of the words are voiced quite promptly and clearly; but, as in the case of the ordinary pupil of her age, the hard words come sometimes with troublesome frequency; while, for Willie, the achievement of their proper pronunciation is a much more complex and difficult process than for the seeing and hearing child. Some of the hard words may be, let us say, *Aurora Borealis*, *gigantic*, *twanging*, *approximate*, *cherished*, etc. Willie tackles them syllable by syllable as she feels the printed page, giving perhaps a wrong accent, a hard for a soft g, a poor nasal sound, a weak palatal, an imperfect dental, etc. To correct these, it may need only a reminding touch upon the throat, nose or mouth, and a single repetition of the mispronounced word; but often the teacher must take the little girl's hand (daintily clean, as Willie herself likes to have it) and hold it to her own face, so that the position and action of the organs of speech may be felt, the stress of voice gauged and the combinations imitated. Occasionally the effort of both teacher and pupil becomes unconsciously so intensified that, when relaxation ensues, they feel a panting fatigue from their friendly strife, and find it wise to put off further practice of the exciting word until another time, when they can attack it freshly from the vantage ground of partial victory. Besides her regular lessons in the Fifth Reader, Willie has other reading, — fairy and wonder tales, — which she enjoys very much; in addition to which her teacher reads to her (*i. e.*, in her hand) in the even-

ing. Willie also learns poetry with the rest of her class, two of this year's poems being *The Constant Dove* and *The Landing of the Pilgrim Fathers in New England*. Through these means and through conversation, of which she is very fond, Willie gains constantly in the understanding and use of language. Her zoölogy lessons also contribute largely to the same end, besides being otherwise extremely valuable in her development. She takes much pleasure in examining the specimens provided for inspection, and is very observant. The principal animals studied this year have been the clam, sea-anemone, coral animal, jelly-fish, starfish, sea-urchin, sand cake, earthworm, lobster, crawfish and oyster. Several of these were reviewed from the previous year, and taken up the second time in a more advanced manner. After the second study of the lobster and crawfish, Willie recalled the meagre account which she gave of the latter last year and referred to it with derision, feeling that she had become competent to do much better, as, indeed, can be truly judged by her minute description of the lobster and oyster, as given below.

During this year a beginning has been made in the study of geography, and, though only one lesson a week could be devoted to it, Willie has been interested and made fair progress. In arithmetic she has had practice in weights and measures, common and decimal fractions and United States money. Knitting of various sorts, following a scientifically graded system, has been continued in the sloyd class, with the introduction of sewing twice a week. In gymnastics she has done very satisfactory work and shown a spirit of hearty enjoyment. The writing hour has been devoted chiefly to the copying of compositions

and writing of letters. A few of these are here given, to show the advance which a year has made.

THE LOBSTER.

The lobster belongs to the class Crustacea, which means crusty covering, and the Arthropoda, which means jointed footed. The lobster has a hard shell and is divided into two parts, the cephalo-thorax and the abdomen. The cephalo-thorax is made up of fourteen rings and the abdomen has seven rings counting the telson. The cephalo-thorax is covered by the carapace. The lobster has five pairs of walking legs, but the first pair is changed to claws. If you should put your finger between the claws they would bite you with its teeth which it has on its claws.

It has eighteen gills on both sides under the edges of the carapace. It has seven pairs of swimmerets under its abdomen, but the seventh pair and the telson make together the caudal fin. The female carries her eggs with her swimmerets. It has two pairs of antennae which they use as feelers. Its swimmerets help it to swim in the salt water. The lobster is larger than the crawfish.

THE OYSTER.

The oyster belongs to the branch Mollusca, which means soft-bodied, and the class is Lamellibranchiata, which means folded gills. It has two parts to its shell, so it is called a bivalve. The hinge is at the left side of the oyster and the convex side is at the back of the oyster and the concave side is at the front of the oyster. The side opposite the hinge is wider than the hinge side.

It has a great many layers which are laid by the mantle to make the shell grow larger. The oyster's shell is rougher than the clam's shell.

Now I am going to tell you what is inside. At the hinge side is the viscera. The mouth is at the left of the viscera.

It has four palpi. Two above and two below the mouth. The oyster has four gills. They begin at the palpi and go round to the muscle on the concave side. They are like the leaves of a book.

The water goes to the convex side and flows over the gills. The gills take the air from the water. The air freshens the blood. The food is taken from the water by the little hairs on the gills and is rolled into balls and goes to the edge of the gills and then goes along to the mouth.

It has a very strong muscle in the middle of the shell. It is joined to both shells and holds them together. The oyster has a mantle which is to cover the oyster on the inside. It is in two parts.

MY VISIT TO HAMILTON.

On Saturday my friend Miss Annie Poulsson invited me to go with her to Hamilton to see some of her friends. I was very much pleased to go. We spent the afternoon. There were two little girls named Alice and Julia. When I went into the house Alice asked me what I wanted to see, and I told her that I wanted to see her donkey; so we went out to the tilt while the man was harnessing the donkey. When the donkey was ready I felt of him and took a ride in the little cart. The donkey's name was Peter.

We went to the barn and saw a little calf. It was trying to get out of its pen. It was only six days old.

Then I went to see the pigs, but I could only smell them. They were not sweet as flowers.

Then I went in the little cart and was carried back to the house. When I got out Peter was looking at me, so I gave him three lumps of sugar.

Julia and Alice had a swing just like the one I used to swing in at Gardiner last Summer.

Next we went to the summerhouse, which was built in a tree, and we had to go upstairs. While I was up there I told

the little girls a story about the pigeon. Then I went in the house to get ready to go home. I had a very nice time, and I hope the little girls will come to see me some time.

JAMAICA PLAIN, Nov. 15, 1894.

DEAR PAPA: I have a playmate named Ellen. There are twenty-three girls. What were you growing? You said in your letter that you were growing something.

One teacher has a green parrot; another teacher has a black and white mouse, named Jacky, and an alligator. We have two cats.

I am going to spend Thanksgiving day with Mr. and Mrs. Whiting. What are the little girls' names that asked my mother when I was coming home? Be very sure to write to me soon. I would like to have my sisters write to me, too.

When you come to see me, would you like to see Etta?

Please give my sisters a kiss for me. With much love, from

WILLIE.

JAMAICA PLAIN, Jan. 23, 1895.

DEAR MAMMA: I got for Christmas a bean pot, running monkey, orange tree, doll, bottle of cologne, mittens, candy, doll's bed and a great many more that I will not mention now. I love Miss Smith very much and she loves me, too. I try to be a good girl all the time.

I went to New Bedford last Saturday with Mr. and Mrs. Whiting to see some twins. I want to know if I have a great many cousins. Please come to see me with my family before summer. Did you forget how to talk with your fingers? I am learning very fast. I go out every day to play with the other girls and I like to slide on the ice with them.

I love you very much and wish you would write to me every week.

With love from

WILLIE.

DEAR MATTIE: I want you and Bonnie to be good girls all the time. What is your teacher's name? Are you learning fast? Do you like to learn in school? I have two playmates. Their names are Gertrude and Daisy, and I like them very much. Do you like the beads I gave you?

From

WILLIE.

JAMAICA PLAIN, Jan. 28, 1895.

DEAR MR. ANAGNOS: Will you please send my mamma and all my family to see me before summer? Did you know that I went to South Boston last Saturday to see Edith and Dora? Can you understand Edith talk with her mouth? Do you think I can go to South Boston next year? I try hard in my studies all the time. I have not much time to write to you, so goodbye from your little friend

WILLIE.

JAMAICA PLAIN, April 23, 1895.

DEAR LITTLE CHILDREN: I want to write and thank you for all the flowers you have sent to us by Miss Partridge. I should like to see you very much and know you.

What are you studying about? I am learning to write, knit, read and arithmetic, and after dinner we have zoology and gymnastics and in the evening my teacher reads to me.

Last Monday we celebrated Froebel's birthday. Did you? I would like to have you write to me sometime. With love to my little friends, from

WILLIE E. ROBIN.

Willie's desire to go to Texas to visit her own people, whom she has not seen for three years, has been metamorphosed into a wish that they should all—father, mother and three children—come up North to visit her at the school; and she has cherished the idea as a most pleasurable one ever since it first occurred to her. The off-hand request in her note to Mr. Anagnos, that he

should transport the family of five from Texas to Massachusetts and back again, was putting to the touch the fate of this fondly meditated scheme. But no one, as Willie has had to learn, can give her the moon, though she may ever so prettily beg for it.

The summer vacation and also the shorter holidays of the year were spent with her faithful friends, Mr. and Mrs. Albert T. Whiting, to whom she owes many comforts and pleasures, and of whom she is very fond. Much of her present fine health is probably due to the bathing, driving and other open-air pastimes which she enjoys in Hingham under their watchful care.

Miss Marion G. Smith, who has been Willie's special teacher for the past twenty months, still continues in that capacity; and it is hoped that she will be able to make the coming year one of benefit, in spite of the fact that it must avoidably be spent among surroundings now too juvenile for Willie's best development.

The comparison of plant life and child life is very trite, yet one is tempted to use it repeatedly. The first awakening of the plant, its rapid putting forth of leaf and stalk, the forming of the blossom and the fruit, — all these have their beautiful analogies in the unfoldings of babyhood, in those miraculous years of early childhood, in youth's ardent longing after the ideal and in the later fruition of knowledge and character. But there is a further analogy, not so salient, yet quite as true. Between the early wonder-period, when every day, nay, almost every hour, shows forth some new mark of individuality, some new prodigy of absorption and assimilation, — between that period and the later one of blossoming and ripening, there is an interval of slow, almost unobserva-

ble growth, whose outcome is expansion, symmetry and strength. It is to this stage or period that Willie has now arrived. The days of childish "signs and wonders" are passing by, and in those now coming it is for us to do our part faithfully, knowing that the storing, expanding and strengthening processes are surely going on if the right conditions are supplied, even though we may not perceive marked evidence of it.

What Willie receives from every source is now of paramount importance. Expression is not a prominent characteristic of this stage, and must not therefore be expected in so full a measure as in the earlier and later periods, though it is still to be wisely fostered. The main concern is that knowledge be poured out in copious and refreshing streams for her drinking; that the atmosphere about her be aglow with the quickening spirit of goodness; and that the soil of daily living be enriched by examples of noble deeds and kept permeable by the highest incentives.

Luther has said that the best thing you can do for your child is to be good yourself; and perhaps it was just at this point of his child's life that he was constrained to express such a conviction. Certain it is that at no other time is it more required of a tutor to teach goodness and wisdom than in these smooth years, when all may go seemingly well though she slight her highest duty. The conscientious teacher sometimes has an oppressive sense of being the little girl in the story: "All I ask of you," said the little girl's mother, "is to be absolutely perfect;" which, like Willie's "trying to have good lessons *all the time* and to be a good girl *all the time*," is a very exacting ideal, difficult for the best of little girls to live up to.



TOMMY STRINGER.

Yet it is true for Willie and for all of us that only through ideals are we uplifted and sustained and led to worthy accomplishment. So, here at the end of one school year and the beginning of the next, we will leave Willie going forward under the standard of her own devising: "Good lessons and good conduct all the time," earnestly hoping that she may reach a blessed measure of attainment.

THOMAS STRINGER.

Thou, having yet no words, aloud dost call
Upon our hearts.

The account of the work of the kindergarten would fall short of completeness if the story of Tommy's progress were left untold. He has reached a stage where acquisition is both easy and pleasant, and as a consequence the onward course must now be rapid. Tom takes a genuine delight in exploring the undiscovered country which is opening to his bright and ready mind. He grasps ideas with quick and keen intelligence, and is far from being dull in the use which he makes of them. He possesses a good memory and a keen sense of humor, and is a clever imitator. He has an attractive personality and is both loving and lovable.

Tommy is growing to be a sturdy, self-reliant and fearless boy, and he takes an increasing pleasure in carrying on his own independent investigations. The interest which he shows in "life and her children" is developed by the three

months of freedom which he enjoys in the country during the summer vacation, and his gain in knowledge, as well as in health, is very noticeable.

Tommy is making good progress in articulation, and he shows a willingness if not a desire to use this means of communication to a considerable extent. His efforts in this direction receive due encouragement.

Perhaps nothing will better illustrate the advance which Tom has made in twelve months

Wrentham,
September 5
Dear Mr. Anagnos,
I am going
to school September
eighteen. A man
took a way the calf
in a cart. The calf
has small hoofs.
It is five weeks
old. The calf gives
us real. Good bye.
From Tom.

than the letter which I received from him during the summer. The *fac-simile* which is here inserted, if compared with the one which was printed in our last annual report, will be of inestimable value as presenting a clear and convincing proof of the intellectual improvement made by the little boy in the course of the past year.

In preparing an account of what has been accomplished in Tommy's education during the past twelve months, Miss Poulsson has had no lack of materials; on the contrary, an abundance of them was placed at her disposal. The journals and memoranda of Miss Helen S. Conley, the special teacher of the little boy, have been kept with such scrupulous care and assiduity that they afford a veritable mine of valuable and trustworthy information, gathered with good judgment and recorded in clear and concise language. To these were added Miss L. Henrietta Stratton's and Miss Laura A. Brown's private notes, in which were chronicled many incidents and facts of importance. Thus Miss Poulsson has found herself in the midst of an abundant supply of materials, and from these she has selected with rare diligence and discretion what was needful for her most interesting narrative, which is herewith printed *in toto*, and will be found by the student, the teacher and the philanthropist full alike of instruction and of inspiration.

At the beginning of the past year Tommy Stringer entered upon the honors of a "primary boy" at the Jamaica Plain institution. On the first proud day of his promotion, when he found himself installed as rightful occupant of one of the primary room chairs (larger than those of the kindergarten), he seemed filled with dignity and ambition; and, drawing himself up, said, "Like Fred,"—Fred being his bosom friend and paragon, who had just been promoted to the higher educational sphere of South Boston.

This momentary attitude of Tom's proved prophetic of the year, for he has kept pace nobly with his class and has accomplished what must be considered a most creditable amount of work. All his lessons have been in common with the other boys of his grade, excepting the morning talk, which he has shared with the kindergarten children, and his articulation lessons, which were of necessity special.

He is the same interesting fellow as ever, with many lovable characteristics. His principal fault—that of obstinacy—grows less as he grows older, and his laziness is now chiefly evinced in his unwillingness to talk and in clever ways of saving himself trouble. His health has been almost uniformly good, only two breaks having occurred in the school year from sickness, and these merely from over-fatigue. In fact, there is every cause for congratulation in Tom's progress, mental, moral and physical, and much gratitude is due from him and all his well-wishers to the teachers who have labored so faithfully in his service.

In giving an account of Tommy's progress the temptation is strong to overcrowd it with incident, because

the year's garnering is so plentiful and there is so much individuality in his sayings and doings. The routine of school work, with its slow advance from one day to another, is enlivened by them, and they often reveal as nothing else does the development of his character and of his faculties. It is hoped, therefore, that the following review of his past year may not be deemed too profuse in this respect.

As a means of gaining in the use of language and in general information, it was thought best that Tommy should continue to attend the morning talk with the kindergarten children. In these talks the topics are varied but unified. Last autumn a number of different kinds of leaves were examined and made the subject of conversation; later came animals, — some of the rodent, insectivorous and a few of the domestic animals; now and then, as they occurred, the different holidays were taken as the subject; and, for a season, ships. Tom was interested in all. The nasturtium leaf reminded him of the leaf of the water-lily, and he showed his teacher how the latter rested on the top of the water in the pond at Wrentham. With the horse-chestnut leaf he saw the burr and nut, and showed with his hands how the nuts dropped from the tree when the burrs opened. The oak leaf and the acorn pleased him, and he enjoyed picking up a boxful of acorns to distribute among the other boys when he took his next daily walk. When several kinds of leaves had been studied, the boys were taken out into the grounds (where most of the specimens had been obtained) to see how many they could find for themselves, and after that they outlined the leaves on sewing cards.

The animals examined were the rat, the mouse, the rabbit, the chipmunk, the common gray squirrel, the woodchuck, the porcupine and the beaver, as well as the bat, the mole, the hedgehog, the horse and the cow. The children studied their names and families, their modes of life, their habits and their peculiarities. All this attracted Tom's interest and furnished a good opportunity for exercise in the use of language. His questions and answers showed great intelligence, though they were, of course, quite limited in scope, especially when he was called upon to express them in articulate speech.

Unwearied effort is expended in getting Tom to speak, and a close connection is made between his articulation and all his other lessons, particularly that of reading. Words of two or three syllables are often easier for him to master than shorter ones. His voice is sweet and clear. Once, when under a special spell of ambition, he attempted to read a whole lesson without any use of the manual signs, placing his right hand beneath his teacher's on the table, as though he feared the force of habit might prove too strong for him. His teacher commended the effort as praiseworthy, though the performance was not. His unwillingness to answer questions is a great hindrance to his acquiring a good use of oral language. Conversation, in his estimation, seems to be of "more bother than it is worth." Nevertheless he often speaks quite freely with his hands, and proffers descriptions of visits which he has made, telling whom he saw, what he had to eat and what particular events happened. His constant determination, however, is to make one word serve for a whole sentence if possible, and continual effort is necessary on the part

of those who know his attainments to get him to make use of what he has learned. He can read simple sentences from the lips, though this is not as yet insisted upon as part of his work. Early in February, Miss Hobart, a special teacher in articulation, was engaged for Tommy, Willie Robin and Edith Thomas, Tommy having an hour's lesson twice a week. Since then he has had practice on sixty words containing all the oral elements, and on a variety of other words and sentences. The following conversation was carried on one day between Miss Conley and Tom, and is given as a specimen of his skill in lip-reading and articulation. He read the questions from Miss Conley's lips and articulated the answers.

What have you ? — I have a book.

Whose book is it ? — It is Miss Stratton's book.

Do you love Fred ? — Yes, I love Fred.

What will you have for dinner ? — I shall have meat and soup for dinner.

Will you have bread for dinner ? — Yes, I shall have bread for dinner.

Will you have milk for dinner ? — No ! I shall not have milk for dinner. — Water ! — I shall have water for dinner.

What day is today ? — It is Monday.

Whom did you see yesterday ? — I saw Mr. Ballou.

What have I ? — You have a pencil.

Who are you ? — I am Tom.

One day in the course of his reading Tom came to the phrase "going to Boston." Stopping immediately he spelled "Fanny Lang," a name entirely without sugges-

tion to his teacher, who consequently could not imagine what he meant. When there was an opportunity she asked Miss Stratton, the primary teacher, "what can he mean by Fanny Lang?" and was told that in the primer there was a story about Fanny Lang's going to Boston. Tom had had the primer for private reading in spare hours, and had remembered the expression. Miss Conley gave him the book and told him to find the story of Fanny Lang. He evidently knew the place well, for he turned the leaves quickly until past the fortieth page; then he became more deliberate, and read a little from each page before turning it. When he came to page fifty he presented it in triumph to Miss Conley, and there, sure enough, was Fanny Lang "going to Boston." It delighted Miss Conley to have this proof that he understood and remembered what he read.

At another time, having tired of play, he asked for a book to read. A certain one being offered, he rejected it, saying: "Small, small; caterpillar," referring to another book, less in size, which told about caterpillars. This exhibition of choice was received very thankfully by Miss Conley.

In spite of his distaste for the tedious and personally unsatisfactory labor of writing, Tom has mastered all the alphabet, both capitals and small letters. As these are taught by direction and can neither be seen nor felt by the writer, it is largely a matter of memory, association with the printed form not being of very much help. Tom shapes his letters well and seldom forgets the directions for making them; but nevertheless the writing hour has always been an abomination to him. One of his first exercises in the writing of sentences disturbed his mind

greatly. Being requested to write “see the cat,” all the words of which he had practised separately, he rebelled. Unpleasant fancies or memories flitted through his mind, his aversion to the animal reinforcing his aversion to the writing lesson. Besides, as he declared, the cat was “gone.” There was no cat to *be* seen. “*Ergo*,” reasoned Tom, “I will not write ‘see the cat.’” After explanation and admonition he yielded and wrote the sentence, although under protest of “bad! Cat gone!” “See the hat” induced no cavilling, and the rest of the lesson went well. The next advance was to the writing of short notes. The first were acknowledgments of Christmas presents.

DEAR MRS. B.: I thank you for the candy. Tom.

DEAR MR. ———: I thank you for the oranges. I have one every day for breakfast. Love from Tom.

DEAR MISS ———: I like the monkey. Thank you. Tom.

A few months later he achieved a lengthier production. The ideas were his own, but he was aided in clothing them properly.

JAMAICA PLAIN, April 30, 1895.

DEAR RUTH: I thank you for the roses. I like flowers. Spring has come. I went to walk and found three dandelions. Goodbye from TOMMY STRINGER.

During the summer, while at Wrentham, he wrote seven letters, of which the following may serve as samples. Nearly all the letters contained some reference

to the train of cars which had been a birthday present from his friend Fred, and also something about the garden.

WRENTHAM, July 27.

DEAR TOAD. I send a kiss. Miss Brown and I went to the ocean Monday and Thursday. I rode on four horses. July third I was nine. Miss Brown made a cake with nine candles.

Fred sent me a steam car and coal car and a steam engine.

Good bye

TOM.

WRENTHAM, August 18.

DEAR UNCLE ALEXANDER: I play in the barn. There are five cowstalls. Mr. Brown has a pond. The wharf is broken. Parker made a new wharf. I have a steam car, coal car and engine.

With love from

TOM STRINGER.

Goodbye.

WRENTHAM, August 28.

DEAR MRS. DAVIDSON. Cows have two horns. They have big ears. Cows have long tails. They have two eyes and one mouth and hoofs. There are big cabbages cucumbers rhubarb squashes tall corn and beans in the garden.

With love and a kiss from

TOM.

Good bye Cow.

Tommy, like other boys, has fallen under the enchantment of Robinson Crusoe, about whom he has learned through his reading book. So one day in February Miss Conley inaugurated the writing lesson with the question: "Would you not like to write something about Robinson Crusoe?" "Yes," was the quick reply, and the subjoined was produced with some help from Miss Conley in forming the sentences. The thoughts were his own.

Robinson Crusoe was a sailor. His ship was wrecked and he lived all alone. He made a house and table and chairs. He had some goats, a dog, two cats and a parrot.

The next composition had not so spontaneous and happy an inception. It demonstrates, however, the excellent nourishment which the bread of repentance imparts, for it is the best which he has thus far achieved. The writing hour of the previous day had been a very unsuccessful one. Tom had spent the time in laughter and play, and had shown a decided intention not to apply himself to work. The result was that he was allowed no pudding at dinner, — a sad result for pudding-loving Tom. Happily the discipline proved effective, for the next day when Tom came into the writing class he spelled: “Be good! Pudding!” and settled down at once to earnest work, writing rapidly and well about the cow.

The cow is a domestic animal. It lives in a barn. It has four feet, and it has hoofs on its feet. The cow has two horns. The cow gives us milk and butter and cream and beef. It gives us boots from its skin and glue from its hoofs and buttons and combs from its horns. The baby cow is called a calf. The calf gives us veal.

Decided progress has been made in arithmetic. He has become familiar with the use of the type slate, and it will surely be surprising to note the sort of examples which he is now capable of doing. Arithmetic is his strong point, and he is the quickest in his class, although the youngest. He solves mental problems rapidly and correctly; for instance, such as:—

“If one orange cost five cents, how many could I buy for thirty-five cents?”

“Miss S. had four pears, Tom six and I five; how many did we all have?”

“If one apple costs five cents, how much will ten apples cost?”

“Tom had twenty marbles and gave Lyman eight. How many did Tom have left?”

He also adds “in his head” numbers of two figures as they are given out by the teacher; *e. g.*: —

$$43 + 36 + 13 = 92$$

$$34 + 27 + 21 = 82$$

The rapidity with which he does it is astonishing.

When adding on the type slate he passes his finger down the column to read the figures, and has the correct answer ready when the bottom is reached. The idea of “proving” the addition by running the finger up the column to see if the result obtained is the same excites his laughing contempt. He is so sure of the first result that he considers the second addition a piece of foolishness. He can write, unaided and with perfect comprehension, such numbers as: 9,500; 6,006; 4,040; 25,000; 1,707; 120,000.

The multiplication tables have been conquered, even the bugbears of 7, 8 and 9 times proving no bugbears to him. Of course these specimens represent Tom’s acme of progress in arithmetic during the past year. Simpler work during the earlier months led up to this, which certainly is an excellent point for a boy to have reached before his ninth year.

To teach him the *modus operandi* in buying and sell-

ing, and the denomination and value of the different coins, Miss Conley instituted a game of store keeping. Providing Tom with a few pennies, nickels and a variety of silver pieces, and herself with such articles as pencils, sticks of candy, books, postage stamps, etc., business was commenced. Tom, in charming unsophistication, carried all the amenities of the drawing-room into the precincts of trade. After politely greeting Miss Conley, and even going to the length of shaking hands, he made his purchases, getting his change and going home (to the other side of the room) after each transaction.

Another pleasant method of instruction adopted by Miss Conley was the making of a calendar by Tom, under her supervision and with her help. Taking a large sheet of paper, she pasted at the top the name of the month in raised letters. Six strips of paper pasted from top to bottom gave the seven divisions for the days of the week, each division headed by the name of its day in raised letters. When this was done it became Tom's daily duty, unfailingly performed, to paste on the date of each day as it arrived, this also being in raised characters. In this manner he soon became familiar with the division of time into weeks and months, and grasped the idea of their grouping into seasons and years. The calendar proved a source of delight as well as a text of instruction, and Miss Conley is to be congratulated on the happy inspiration which brought forth such a result.

Tom's ideal of sublunary happiness is summer time in Wrentham, and he fortunately attained it once more this year. He spent the long vacation in the home of his former teacher, Miss Brown, and many were the joys in which he revelled. The barn, the garden and the wharf

each yielded ecstasies of its own to the freed school-boy, while within the hospitable home took place those miraculous kitchen and dairy ceremonies in which he was graciously allowed to be assistant votary. The barn was his great playhouse. He swung on the iron chains, looped and unlooped them at pleasure, clambered up ladders and hobnobbed most familiarly with the cows. His old fear of these gentle creatures exists no more, and it was his delight, under their kind sufferance, to mount on their backs, measure their tails, creep under them and count their hoofs during the process of milking.

Many hours were spent in the garden. Tom would go to Miss Brown and spell: "May I go to the garden?" and, upon receiving a favorable reply, would lift up his face for a kiss, saying: "Goodbye; goodbye, Miss Brown," and start off. He had a stated route which he invariably followed. It led down the path in front of the house, then along the road until exactly opposite the point where the stone wall of the garden began, at which point he would leave the road, cross the bordering grass and enter the garden at the corner. Miss Brown often watched him as he went. He always estimated the distance correctly, striking the corner of the stone wall as accurately as if he saw it. Whether he counted by steps, or how he reckoned, Miss Brown did not fathom. Once inside the garden, down dropped Tom upon his hands and knees, ready to examine everything that grew. So circumspect and gentle was he in his investigations that nothing was known to have suffered from them save the obtrusive tendrils of the cucumber and squash vines, which could scarcely have been avoided by any one. Tom usually chose bright, warm mornings for these visits, and when he

returned to the house after an hour or two spent in the glowing field it was with reddened visage and saturated clothing, but with an expression of satisfaction and wonder beautiful to behold. Then came an excited description, spelled out on flying fingers; and Miss Brown was informed how large the beets and cabbages were, how high the corn, etc. Happy little boy! brimming his marred and broken cup of life by the patient catching of drops!

The farm at Wrentham possesses one attraction to which Tom was allowed freer access during his last stay than when he was younger, and that is a pond with a small board wharf built at the end of some projecting stones and earth. The water at this place is so shallow that it was possible to give Tom a good deal of freedom in playing there. He used to amuse himself for hours at this wharf, pushing the boat out to the limit of the chain and then drawing it in again, pouring water into it, stretching himself out at full length on the boards and dabbling in the water with his hands. It was sometimes difficult to induce him to leave the entrancing pleasures of the wharf even when meal times demanded it.

Notwithstanding all these open-air attractions, Tom's interest within doors has not at all abated, and he still likes to have a hand in the culinary matters of the household. One day he asked if he might grind some corn in his pet coffee mill. Miss Brown gave him permission, and after the corn was ground helped him to make some muffins with the meal. The result was fairly satisfactory, but Tom thought he had achieved a marvel, and ate none of the family bread as long as his muffins lasted.

One peculiarity of Tom's development in the year which

has just elapsed is a suddenly increased propensity for mischief, especially of a destructive order. At school and in Wrentham people were sometimes at their wit's ends to know how to deal with it. In his excess of spirits during the first few weeks at Wrentham he played all sorts of mischievous tricks, and destruction reigned. A silver spoon was twisted and bent double; his birthday harmonicon broken to bits and its tin case actually *torn* asunder; other articles not usually considered breakable were destroyed; and so on. Finding that reasoning had no effect in curbing him, Miss Brown made two bags and tied his hands in them. When his hands were released, he spelled: "I will be gentle, careful; yes, yes." Miss Brown put the bags away for future use if necessary; and what was her surprise to have them returned the next week among the freshly laundered clothes. Tom had come across them in a drawer and put them into the basket of soiled linen, thinking thus to make them disappear. For Tom's justification it should be said that Miss Brown found no occasion to repeat the use of the bags.

At school, during one of his bouts of abandonment, he committed various pranks. Meddling with Miss Conley's pen one day, he forced it deep down into the holder. Miss Conley enlarged upon the naughtiness of his action, telling him that he ought not to handle her belongings, that he had spoiled her pen and must get it out again; but her endeavor to awaken repentance in him met with small success. Tom regarded it all as a good joke. The joke wore off a little, however, when he found what a difficult task he had drawn upon himself. His efforts were so valiant and his sobering down so irresistibly

comical that Miss Conley could not help laughing. A quick movement of Tom's hand, and the smile was surprised upon her lips, which put to rout any further discipline for that time.

Tom had at one period a great fancy for playing with the faucet in the dressing-room, and was now and then discovered at the washstand, with the water turned on, clapping his hands in the gushing stream and spattering the water all about. He was reprov'd, and the reproof would probably have had its desired effect had not the top of the faucet become somewhat loosened, and thus offered an irresistible temptation to Tom's mechanical fingers. So, finding himself in the deserted dressing-room, at a rash moment he unscrewed and took off the entire top of the faucet, composed of two or three small pieces. No one knows how much fun Tom had with the lively spurting water before duty called him away or satiety set in. Fortunately no real damage was done; for some one heard the rushing water, investigated the matter and summoned the janitor, who immediately cut off the supply from below. When the state of affairs was reported to Miss Greeley, her first care was, of course, to get track of the missing faucet. Inquiry was made of the boys, but all disclaimed any knowledge of it until Tom's turn came. He was a most debonair, not to say gleeful, culprit, confessing the deed with delight, and leading the way with eagerness up to his room, where the faucet top was produced from the treasures of his play drawer. Miss Greeley's strictures upon his conduct were accepted as something which merited and must receive respectful attention; but as to Tom's actual repentance perhaps the less said the better. He appreciated thoroughly, how-

ever, the conclusion which was declared on their return to the scene of disaster,—namely, that he must try his best to put the faucet in order again. Great was Miss Greeley's gratification to see the skill with which her command was obeyed; for in a trice the top was on, each part in its proper place, and the faucet restored to good condition, all being done with the deftness of an experienced plumber.

The destructive side of Tom's character, having had a rapid development, there is hope that it will speedily run its course. His mischief has no indication of viciousness in it, but is like that of a young puppy, and is always at its worst when he is particularly high-spirited and well.

A bit of fun into which the teachers and pupils of the boys' building were enwebbed, and still are to some extent, was the origination of a scheme of nomenclature on Tom's part. It began by his playing teacher to Miss Conley, and calling her "Tom" while she called him "Miss Conley." This pleased him so much that he concluded to carry it further. So he exchanged the names of boys and teachers all through the house and held to his confusing arrangement for a fortnight or more without making a single slip in applying to each one the name which he had originally bestowed upon them. But this was succeeded by what he considered a more satisfactory series of titles, and every one received the name of an animal. Miss Conley was "Fly," Miss Stratton "Toad," Miss Brown "Squirrel," Mrs. Davidson "Cow," himself "Rabbit," and so on. Out of curiosity Miss Conley made a list of his titles, thinking as he conferred each of the later ones that he had come

to the limit of his knowledge; but no, he went through the house and gave twenty-eight names in all, without a single suggestion from any one. Strange to say, he never forgot or confused these names, but used them constantly and correctly. As the distributor of books for reading (a post of honor much to his liking) he is obliged to name the person for whom he wants the book before he receives it. After the animal names were in vogue, he called for the “hen” book, “rat” book, “duck” book, etc., instead of using the real name of the boy for whom he desired the book. This he thought great fun. Moreover, when a review of the animals studied in the morning talks was made, he had one of his fits of playfulness and turned everything *vice versa* by calling the fly “Miss Conley,” the rabbit “Tom,” the squirrel “Miss Brown,” the hen “Lyman,” etc. This little farce of the fictitious names was played from November 14 to the end of the school year in June, with more or less continuity; and is interesting as being a curious exercise of the imagination as well as a remarkable feat of memory.

Tom’s short cuts to avoid work are sometimes quite amusing and he is as quick as a flash in seeing his opportunity. When he was told during the course of an arithmetic lesson to write 1,000 he did so; 6,000 was then given out, but instead of starting afresh, Tom in a twinkling changed the 1 to a 6 and had his number ready. In telling about the maple leaf he noticed the repetition of the letters *le*, and tried to shorten the spelling of the two words into *maple-af*. Doubtless he considered his teacher an unreasonable martinet for insisting on an *le* in each word.

Among the beautiful characteristics of this dear little fellow are his patience and friendliness. He is very loyal to his old friends and sweetly ready to make new ones. In a visit to Manchester, N. H., he grew much attached to the children of the household, and missed them while they were at school. When he thought it was nearly time for their home-coming he would station himself at the door with his nose pressed against the crack, to make sure of meeting them at once when they came. Sometimes he would stand there half an hour before his patience was rewarded, spelling to himself "George will come soon," "Helen will come soon." He was fond of the children's father, too, and watched quite as eagerly for him when evening drew near. Leaving his play and going to the centre table, he would raise his hand cautiously to feel whether the lamp had been lighted; if not, he would go back to his play and repeat the test later. When he found the lamp lighted he would go to Miss Conley and spell "George's papa will come soon."

Tom has other graces of character also. He is very sympathetic toward any one who is hurt or in trouble, and generous with his belongings. The lesser virtue of neatness is his in a marked degree, making him a very comfortable little companion personally. He behaves nicely at table, and dearly loves his bath. On Friday (his bath night) he can hardly take time to eat his supper properly, so keen is his desire to get upstairs to see whether the water is being prepared and everything put in readiness for him.

His taste for mechanics is strong, and when he was presented with a tool box by the little children of the

Second Church, at their Christmas entertainment, his delight was unbounded. He could scarcely credit his good fortune. The tool box seemed a pedestal which raised him to the exalted height of Miss Greeley, hitherto the only person in the school with tools to use and to lend.

Best of all, as an ingredient in Tom's character, is his thorough honesty. All who have to do with him unite in the opinion that he evinces not the least tendency toward deception. Many examples of his trustworthiness could be cited, but of these one must serve. His teacher found that he was threatened with a severe cold one night as she was putting him to bed, so she prepared a hot mustard foot-bath, to which, however, Tom objected strenuously. In lieu of insisting and thereby arousing still further opposition from the half-sick little chap, Miss Conley wisely diverted his attention by producing a second and more alluring preventive for his cold in the shape of a glass of delicious hot lemonade, telling him that when his feet were in the water he could drink the lemonade, but leaving him otherwise entirely free in the matter. That lemonade was very tempting! Time after time the glass was raised almost to his craving lips, only to be put unwaveringly down again because the unwilling, cowardly feet refused to do their part. Finally, after several denials of the dainty sip, he gathered himself together for a great effort, and with a heavy sigh plunged his toes into the dreaded tub. Upon that the enjoyment of the lemonade was felt to be rightfully his own; and oh, how good it tasted!

It is "a far cry" from the Tommy Stringer of today and four years ago, when he was first brought to the kindergarten for the blind. He came a poor, helpless

baby, without sight, hearing or speech. Now, what a change! Sight and hearing are still lacking (alas! the pity of it!) but how many are the mitigations of his lot, and how great the intelligence and activity which have been awakened. Once almost forsaken, he has now a home in hundreds of cherishing hearts. Having no wherewithal for food, clothing and shelter, these have been provided by gracious givers from far and near. Unwilling at first to venture a groping footstep, he now roams the farm at Wrentham, delights in his sled after a snow-storm, and is even able to follow the class directions in gymnastics — a feat more difficult than the free movement of play. Mentally inert in those early days, so that he seemed but barely within the pale separating himself from the lower creatures, how capable has his mind now become! If we call upon the three R's and their associates in mental discipline to attest his cleverness, they do so in the pages of these reports; and the ingeniousness of his lively pranks bears the same witness. Who does not cry joy! joy! over a fellow-being thus redeemed? and who does not earnestly wish that this redemption should go on? As in former years, Tom's only dependence is upon the sympathetic hearts and bounty-dropping hands of those who "rejoice they are allied with That which doth provide." He can never render adequate thanks to his good friends and helpers. Child like, he is as yet unconscious of any burden of obligation. But there are those who can say from a full heart what he cannot say for himself: "Thanks for the many bounties of Tommy Stringer's past, and blessings on his future and all concerned in it."

It is a great privilege and a source of delight to be able to state that, like Edith Thomas, both

Willie Elizabeth Robin and Thomas Stringer are no less fortunate in their surroundings than they are in the way in which they are brought up. They are taught not only to perceive with their fingers, to feel, think and do many things, but to be natural and to love truth, which alone can mould the mind, fertilize the heart and form the character. There is nothing crafty, tricky, dishonest or selfish in the influences which control them either in the school-room or in the family circle. Nor is there the slightest desire or inclination on the part of those who come in contact with them to make them appear phenomenal children or intellectual prodigies by encouraging or helping them to appropriate the compositions of other people and present them as their own productions. Every one of the teachers both at the parent school and at the kindergarten would look upon such practices with amazement and disdain. Deceit has no place whatever in their thoughts and aspirations. Genuine sincerity is their temper, and absolute veracity constitutes their "virtue in words, manners and actions." Honesty with them is not merely a casual guest or a welcome visitor, but an inseparable companion and steadfast guide, —

To whom they give unflinching trust.

They believe, with Scarella, that truth is the offspring of heaven, and, keeping close to it, they

instil a love of it into the hearts and minds of their pupils by example rather than by precept. Thus the training which they bestow upon the children placed under their charge is more than the cultivation of the remaining senses of the latter or the exercise of the intellect and the enlargement of its horizon; it is a means of saving grace, aiming to bring out their higher nature.

ANNUAL RECEPTION AT THE KINDERGARTEN.

To say you are welcome, were superfluous.

— SHAKESPEARE.

The annual reception at the kindergarten is a yearly pleasure to hundreds of people, who are invited to this gathering amidst the busy days of spring. The bidding is issued by the ladies of the visiting committee, several of whom are always on hand to welcome the guests. The reception was held this year on Monday afternoon, April 22, and the school-rooms, parlors and hallways were early filled with sympathetic visitors, including some of the most generous residents of Boston and its suburbs. For an hour they roamed about, looking into the apartments both in the old building and new, where the children were pursuing their customary exercises; but at half-past three o'clock there was a gentle movement towards the hall, which was soon crowded to overflowing. On the platform were seated the speakers, pupils, teachers

and a few officers and chief guests. Among those present were the following ladies and gentlemen officially connected with the institution: Dr. Samuel Eliot, Edward Jackson, William Endicott, Jr., Joseph B. Glover, Henry M. Howe, Mrs. William Appleton, Miss Caroline Abbott Derby, Miss Clara T. Endicott, Miss Olga E. Gardner and Mrs. E. Preble Motley.

The regular exercises opened with the following address of welcome by the president of the corporation, Dr. Samuel Eliot, who always speaks to the point and never repeats himself.

The hour for our exercises has come, and we shall be glad to begin them, and I hope they will give as much pleasure to the old friends of the school and the new friends as they have done in former years. We are very glad indeed to see new faces here this afternoon. The object of these receptions at the kindergarten is constantly to increase its *clientèle* and make friends for every day of its existence; and I am quite sure that none of those who are here today will go away without a sense of deepened friendship if it already exists, and of new friendship if it has never existed before.

The kindergarten girls followed with Froebel's *Birthday Song*, in three verses, written by Eleanor Smith. Then the boys came forward and sang a song called *Two little birds are we*, by Charles White. This was followed by a waltz, composed by A. Webster, and played on two pianos, by Vinnie F. Forbush, Margaret Coberg and Mary Goggin. Next James H. Cunningham recited

Spring Fashions, a poem humorous in itself, sounding pathetic also from the lips of the little blind boy, who can never see the things he described save with the mind's eye.

It is customary to have one special appeal on these occasions, which was made this time by Rev. Samuel M. Crothers, a young Unitarian clergyman, mature beyond his years, who, after two very successful pastorates in the east and west, the first at Brattleboro', Vt., and the other in St. Paul, Minn., has recently become minister of the ancient First Parish in Cambridge, so long closely associated with the fortunes of Harvard College.

ADDRESS BY REV. SAMUEL M. CROTHERS.

It is very difficult for one to say what feeling is uppermost at such a time as this, after all we have seen and heard of the work that is being done by this institution. One hesitates to say whether it is the spiritual or the intellectual side of such a work as this that most appeals to one's interest and thought. On the one side we are brought to feel the deepest reverence for the spirit that has inspired this work and that makes it possible, the spirit of humanity in the community at large and the devotion of those immediately concerned in it. This is the spiritual, the moral side of the work; and then, as one looks at what has actually been accomplished, and sees the achievements of this kindergarten for the blind, there comes the admiration for the skill, the insight, the power behind it.

There was a great advance when the weakness and misfortunes of men ceased to be the cause of the mockery of those more fortunately born or situated. When pity came to take the

place of scorn, that marked the rise of man out of his barbarism. But for a long time the love that was evoked at the sight of misfortune was a helpless love.

We stand before those who are most unfortunate. Pity comes, and people say, "we would if we could alleviate their lot." But a great gulf seems fixed that cannot be passed over; and the achievement of love in this generation has been through its invention, through its skill, that has made it possible to do what all along other men and women had longed to do. And of such a union of love and wisdom it seems to me that this institution is the crowning example, because in every such work there is one great test; it is the test which in the New Testament was made of the Gospel; it is the ability to save even unto the uttermost. We have before us those who, from what seemed to be the uttermost of human misfortune, have been saved to joy, to intelligence, to hope.

John Bunyan, after his *Pilgrim's Progress*, wrote another allegory which he called *The Holy War*, in which he pictured the soul of men as a town walled about. This town of Mansoul had five gates leading out of it. At the beginning of the allegory he tells how this town of Mansoul was besieged by all the forces of evil. So began the Holy War, which was primarily a war of resistance to the outside forces of evil which were seeking entrance. That was one conception of human life. This kindergarten brings to us another conception; it brings to us the thought of a still holier war, in which we find that good people today are engaged around Mansoul. There is the great world of thought and human feeling outside. Here are souls where one or another of the gates through which this great world seeks to find entrance into the soul are closed, closed to the words of friendship and closed to the knowledge of truth, human and divine. In this holy war in which those who are working for this kindergarten are engaged, the problem is not to shut the world out, but to find some entrance into the soul.

If one or another gateway has been closed, then through some other gateway the intelligence from without must pass. The pathos of it, and more than that, the hope of it, must touch every one of us who sees what has actually been accomplished. Here are human souls which have been imprisoned; here are human souls from without coming to those imprisoned, opening the doors, bringing messages of hope; it is literally a preaching to the spirits that have been imprisoned. When one simply sees what has already been done, and comes to know how much more with adequate means may be accomplished, when he sees all this skill and all this love freely offered to the service of humanity, there needs, I think, be no further appeal; the work itself is the supreme appeal. I think it comes to all of us who in any way, a small way or a large way, may be able to help in such a work as this, it must come to us simply as a great privilege. Here is the work before us. It is our privilege to give it not simply the encouragement of our thought, but the encouragement and substantial aid of whatever means are at our disposal, so that in some way each one of us may be privileged to take part in this great work, which is the work of religion manifest to this generation, of opening the doors to those who have been imprisoned.

This appeal was followed by a trio for female voices, *Good Morrow, Sweet April*, written by Tufts, and sung by Sophia J. Muldoon, Margaret Coberg and Blanche M. Thurley. Next Miss Muldoon played a violin solo, *Confidence*, composed by J. Schuloff. Waving their little flags with delight at the line, "Up with our banner bright," the boys then sang the song, *Union and Liberty*, to music written by their teacher, herself a graduate of the Perkins school for the blind, Miss

Cornelia C. Roeske. Guy Jacobson enlivened the songs with his whistling.

The kinder orchestra always elicits hearty applause. On this occasion it played the *Froebel March*, another composition by Miss Roeske; and the audience demanding something more, they played a second piece by the same composer, *Christmas Waltz*.

This orchestra has thirteen instruments, arranged as follows, Miss Roeske playing the piano as a background:—

Pipes,	{ Guy H. Jacobson, Albert Fuller, Louis Delude, Richie J. C. Barnard
Ocarinas,	{ R. J. C. Barnard, Harry L'Abbé.
Autoharp,	Edward F. Bradley.
Triangle,	William Walsh.
Clappers,	{ Henry M. Muldoon, Alfred N. Heroux.
Rattle,	Frank Nilson.
Cymbals,	Edward D. Ryan.
Tambourine,	George Beckwith.
Kazoos,	{ Robert D. Muldoon, James H. Cunningham.
Drum,	John Wesley Lord.
Zither,	E. F. Bradley.
Paper bags,	{ J. H. Cunningham, R. J. C. Barnard.

Dr. Eliot, with his happy faculty of stating the school's needs in terse and fitting terms, closed the

exercises with an earnest address. No one connected with the kindergarten is doing a nobler or more effective work for it than he. In the field of calling public attention to the needs of the little blind children he leads the way. His services are invariably rendered with cheerful readiness and with enthusiasm that is most refreshing and helpful to his fellow-workers in the cause of the blind. His eloquent and touching appeals have never failed to produce excellent results, and what has been accomplished through his efforts is of permanent worth and of imperishable value. Here is Dr. Eliot's plea for the kindergarten.

CLOSING ADDRESS BY DR. SAMUEL ELIOT.

Now comes the only disagreeable part of this performance to me, in that I am called upon to make a closing address. I never make it without misgivings; I never raise my voice here in the nature of remarks, after these children have gone through with their exercises, without feeling entirely out of place. I am sure we are all grateful for the pleasure they have given us this afternoon, and we are all grateful to the teachers for the proofs of their training which they have shown us; and we know — not merely from what we have heard and seen in this brief hour and what we hear and see every time we come here to spend an hour in the kindergarten — we know that there is not only a training of the children, but a cherishing of them that is an example to every school in the country and in the world. This is the great evidence, as it seems to me, of the success which has attended the foundation and development of this institution. We might simply have gathered children within our walls, we might have seen them go through a certain perfunctory round,

we might have been glad they had been rescued from the neglect and suffering from which they had been drawn, yet it would have been a negative rather than a positive congratulation we should have for them and for ourselves; but there is nothing negative in the felicitations we can bestow upon those who have trained these children as we see them here, upon the director, the matrons, the teachers, and upon every one who has been concerned in the management of the kindergarten. That is the great proof of its necessity and the great proof of its success.

The work has been done in a perfectly quiet way. The great vice of the age, as it has been called, which consists in carrying every movement forward with great display and shouting, has never entered here. The delight which all connected with the school take in it and its advancement is due in a large degree to the simplicity, the earnestness, the quiet dignity and reserve which have characterized its administration from the beginning. Long may it be so! Long may there be continued, as it exists today in this kindergarten for the blind, that retiring and simple spirit which seeks no applause from men, only their sympathy and coöperation. We need all the sympathy and coöperation we can obtain. Notwithstanding everything in a domestic way is supplied and is entirely satisfactory, notwithstanding the success that has crowned the training that is given here, we still need something which no teachers, no director, no trustees alone can supply, and that is the material support which such an institution requires.

I feel the highest gratitude, not only to men but to God, for the support which the kindergarten has received, for the great and generous gifts of money which have been poured out within the last decade, and the still greater and still more generous gifts of sympathy and love which have shed their dew upon this place; and I pray that these offerings may continue, both material and spiritual, and that the whole kindergarten may be filled with them from end to end. But there are facts which cannot

be ignored. I hate to be the organ through which they are communicated to these generous people. Every year I have presented them to you who have been here on previous occasions, over and over again; but what else can I say besides that which has already been said, that we want money for the school? We have recently had — through the benevolent suggestion of one of our citizens, and through the still more benevolent coöperation of large numbers of men and women among us — a gift of more than five thousand dollars, making up the deficiency in the income from paying pupils. But that is not the way in which these expenses should be met. We do not wish to rely upon the chance impulse of some one, however kindly he may be in his disposition; we do not wish to rely upon appeals in the newspapers for the money which is absolutely necessary to carry on this work. We want it to come unasked, free and full, like the spring flowing from the hills, with deepening and widening current, towards the sea. We want five thousand dollars over and above the income of the kindergarten to meet its annual expenses. We want still more than that to pay off its debts. How can it be possible that on a school like this there should rest the shadow of a debt from year to year? When we first asked that it might be paid, two or three years ago, I thought the cloud would be dispelled like a mist of the morning, and we should never have to ask for it again; but we have to ask for it year after year, and we ask for it today, — that sixteen thousand dollars may be obtained from generous hearts and hands towards the extinction of the debt. That is absolutely the first necessity of this place. And then we want much more to complete the endowment of the kindergarten. We want, this hour, between fifty and sixty thousand dollars, and nearer sixty thousand than fifty, to make up the sum which was long ago fixed upon as a very modest amount for the endowment of the school.

How long shall we wait for it? How long will the people of

Boston or the people of Massachusetts wait before they avail themselves of this priceless opportunity, which every one of them ought to seize upon, and for which every man, woman and child to whom it is presented ought to be grateful?

I read in the last annual report of the kindergarten, which I commend to your attention, that Willie Robin, on being asked the difference between one-fourth and one-fifth, replied that one-fourth was the larger amount; and being questioned which she would prefer, one-fourth or one-fifth of something very nice, said she would rather have one-fifth of it, because she “didn’t want to be selfish.” Now, we do not prefer one-fifth, we want one-fourth; we are selfishness itself; not content with a fraction, we want the whole integer, the amount of five thousand dollars for the current expenses of the school, and seventy-five thousand dollars to cancel the debt and to fill up the endowment, all making eighty thousand dollars,—if I am wrong Willie Robin will correct me; and I am willing to plead and shall continue to plead for it, however much it might be wished that somebody else should be found to plead for it besides myself; but I shall continue to plead for it as long as the necessity exists, and the sooner you make up your minds to establish this institution on a sure basis, the sooner you will be relieved of hearing upon this stage every spring, and on the stage of the Boston Theatre every summer, of this opportunity, which I trust we shall not have to prolong until everybody in Boston desires to put us down. But surely you cannot wish to put us down. I know your hearts enter into this noble enterprise, I know you will help us out, that aid will as surely come as that tomorrow will succeed today. Yet do not keep us waiting too long; do not delay your encouragement to this great charity until its demands are forced to be greater than they are.

Now, when Millet was languishing in poverty he painted his ANGELUS, but could find no purchaser, until finally a Belgian gave him seventy-two pounds for it. In 1890 the picture was

sold for thirty thousand pounds. I trust we shall not have to wait as long before the work done here will be recognized and appreciated at its true worth. It costs a good deal to wait on such occasions. It will cost the city of Boston a good deal to wait for anything that works to the glory of God and the good of man.

I will say to those who are here, and to those who are not here but whose sympathies can be reached, come and help this work forward! It is a great work, how great we sometimes do not realize. The teaching of the blind was a great discovery, to be ranked with the discovery of America or with the invention of printing; greater certainly than the last discovery of science, the discovery of argon. It began in Europe, was enlarged in America, culminated in the teaching of the deaf and dumb as well as blind, in what may almost be called the discovery of Laura Bridgman's soul. Knowing what is done for the nurture and training of these blind children here, you will agree with me that their development is one of the signal events of modern history, and we should be thankful for the privilege of taking any part in it.

I am in danger of talking far too long when I speak on this subject, and therefore I stop, only urging you to give your aid in this noble work, which is to be carried forward by material means, by financial aid, and yet more by spiritual means, by sweet and generous sympathy. May my words to this audience reach other benevolent men, other benevolent women, and I dare to add other benevolent children who have the interests of their fellow children at heart, and stir them to sustain the director, to sustain the teachers and all concerned in this ministration of heavenly love.

Among the children were some with very pretty faces. One girl is of Italian parentage, and her dancing feet were merry during the singing.

Willie Elizabeth Robin and Thomas Stringer always attract attention, because of the peculiar deprivations from which they suffer, and received much attention both before and after the reception; for the public exercises were followed by pleasant chats in the parlors, and further inspection of the premises. Great interest was shown in the children and their work. Thus one elegantly dressed lady was heard saying, "I feel as though I ought to go without everything in the way of dress that I do not absolutely need, and give all the extra money I waste on clothes to help these wonderful blind children along."

All which is respectfully submitted by

MICHAEL ANAGNOS.

A DAY IN THE
KINDERGARTEN FOR THE BLIND.

Sir, you are welcome to our house.

—SHAKESPEARE.

One of the admirers of the gospel of the new education and a constant friend of the blind, wishing to visit the kindergarten and become thoroughly acquainted with the details of the programme of its daily work and with the fruits of its ministrations, was cordially invited by the teachers to do so at his convenience. Availing himself of the opportunity presented to him, he repaired thither on a beautiful day in May, and spent nearly ten hours with the children. He watched their movements in going in and out of the house, was present at their exercises both in the school-rooms and in the gymnasium, listened to their performances of vocal and instrumental music, examined the modes of their training, and participated in their frugal meals, sitting side by side with them at table. He was so well pleased with what he had seen and heard that he embodied his impressions and observations in a very interesting narrative, which was written with great care and which is printed herewith in full, as depicting faithfully the home life of the kindergarten and

the ways and means employed for the physical, intellectual and moral development of the children.

Miss Poulsson, the author of many kindergarten song-games, some of which are in constant use among the blind, occasionally spends a night at the infant school in Jamaica Plain, and always rejoices in the sounds of greeting heard from the children in their chambers, when the six o'clock bell unlocks their lips. They formerly began talking as soon as they awoke; but this was so disturbing to those who were still asleep that the pupils' freedom had to be partially abridged.

The writer of this sketch had not the privilege of hearing these happy sounds greeting the dawn; but, finding himself at leisure, he went, without previous notification, to visit the kindergarten, and spent a bright day in it, and a record of his observations may afford a vivid picture of life's daily routine there.

It was about nine in the forenoon when a ring at the bell of the girls' building introduced the writer to the reception room, where visitors are cordially welcomed by the efficient matron of that department, Mrs. J. M. Hill, and then entered the nearest school-room, under the charge of Miss Fanny L. Johnson, an English lady who studied at the Boston training school, under the Misses Garland and Weston, and then taught awhile in a kindergarten connected with Emmanuel parish (Episcopal) in Boston, whereof Rev. Leighton Parks is rector; but she has been with the blind ever since their kindergarten was organized.

Her girls are discussing water and its sources, not only for the sake of information, but in order to use the knowledge when commencement day arrives, in June, and they are to show the public a part of what they have learned. The visitor talks with them of travels by the river Nile, and its value to sandy Egypt as a fertilizer. He tells them also about the introduction of Cochituate water into Boston, a half-century ago,

and describes the huge stone reservoir on Beacon hill, behind the state house, — a structure then thought essential to an aqueduct system, but which has since disappeared before the wider knowledge of hydrostatics. One girl describes the overflow of rivers, and they all unite in telling what a watercourse may accomplish. They sing a song about it, “Run, little rivulet, run,” with faces full of interest and voices full of harmony. They discuss James Watt, and his knowledge of steam, gained from the bobbing cover of his mother’s teakettle. Perhaps it is the mention of the Nile which suggests further chat about the baby alligator in a tank; for blind children have a special love for living things. In clay they have not only modelled alligators, but lobsters, spiders, frogs, tadpoles, oysters and other animals, — all from real life. Indeed, such animals are likely to suffer death from too much handling by these affectionately inquisitive hands. In the window seat of this school-room is domiciled a dormouse. Miss Jack is a great pet with the children, and shows no disposition to run away; and this fact brings up the nautical song, “We all love Jack,” and the use of this name as the generic title for a sailor. Birds also are talked about, especially parrots, the children being familiar with one of this tribe; the visitor tells them of a polly who disliked so much to show off before people that she would exclaim sturdily, “too much company!” when her master insisted upon her talking against her will. He also tells them about Dr. Norman McLeod’s quaint story called *The Starling*, which shows what a religious commotion was once stirred up by a talking bird in a Scotch village.

From Miss Johnson’s room we pass into the one at the other end of the hall, where the teacher is a Scotch lassie, Eleanor McGee, whose birthplace, however, was not bonnie Scotland, but Kansas, and who has lived in Colorado, Ohio, New York, Brazil and the Argentine Republic, her father being connected with important railroad enterprises in different parts of the

world, among others in the short line from Saratoga to Mount Macgregor, in the Southern Pacific Road and a railway in Peru. Miss McGee can therefore talk Spanish readily. She had been teaching a kindergarten for seeing children on the Kennebec River, when, through the urgent advice of Miss Poulsson, her services were secured by Mr. Anagnos.

In the cabinets in this room, as in the other, one sees shelf after shelf laden with clay work, for the best specimens are kept, and the practical study of zoölogy goes on from day to day. Here are models of snakes, breathing-tubes, turtles, sponges; and here also are rows of books in raised letters. As the morning caller enters the room, the postman stops at the open window to pass in the letters.

There is an electrical apparatus for ringing bells in different parts of the buildings every quarter-hour. Its sound now brings a class of four elder girls to the door, where they await the march, played by Miss McGee on the cabinet organ as their signal for entering. As they come in, one girl, recognizing the visitor's voice, gently bestows an approving pat as she passes; for the girls have decided already (so reports Miss Johnson) that his remarks are discreetly adapted to the very subjects most needful for them to know about at the moment. These four children now take a writing lesson on paper, which they crease into lines on the ridged cardboard beneath. It is rather surprising to find that little fingers which fold, stitch, knit and mould so cleverly do not more naturally take to freehand writing, but depend for help on the necessary apparatus; yet this is always the case.

The four scholars now before us are neither the youngest nor the oldest, but form the connecting link between the upper and lower kindergarten and primary classes. They write little tales, partly fictitious, but mostly drawn from real life, — about the baby brother at home, their cousins or some treasured token. They answer questions in arithmetic, and tell us about wet

and dry measures. They can do all sorts of things with numbers up to one hundred; and on being catechized by their visitor they show how the number fifty is related to the weeks and months of the year and to the hours of the day. They are anxious to know about shillings and other coins not in use now in this country; and daintily finger a Danish coin the guest chances to have in his wallet. They quickly guess why English *sovereigns* and *crowns* are so named, thus showing the development of their reasoning powers.

Back we go into Miss Johnson's room, to see what the children can do in making outline drawings of steamships, a model thereof having been sent to the school by Miss Olga E. Gardner. Among the clay articles they are making are a street car, wheelbarrow, bedstead, settee, boat and cow; and every bit of work evinces intelligence and good teaching, even when the animals and vehicles are no better proportioned than the Indians and houses drawn by seeing children on their slates. Certain suggestions, in connection with the work, show them not to be unmindful of the long vacation to begin in a few weeks. Worth inspection are the stuffed birds given by different friends, and the ingenious paper-work and weaving, with many patterns invented by the pupils themselves.

Now we make a second sojourn in Miss McGee's room, whither, at sound of bell and organ, comes a class of larger girls, to read from the big books in raised letters. The age at which children begin to read varies from six to ten years, but those who begin earliest make the best progress. A special object of interest is Willie Elizabeth Robin, now eleven years old, and developing a most unselfish disposition. She is always ready to give away her dolls, or to allow others to enjoy them. In fact, from this generosity arise certain little troubles, sometimes involving a day's discipline. She is here among the readers, seated beside her special teacher, Marion G. Smith. She has been dumb, as the natural result of her total loss

of hearing in infancy, but has now learned to talk in rather pleasant though labored tones, and reads her lesson aloud, though occasionally pausing to ask her teacher a question with her fingers; for, like other children, she is puzzled over certain words. It is noticeable that Willie has a tendency to confound the letters J and Y, which recalls the fact that the German J has the same sound as the letter Y when used as in English.

One of the children, Blanche Thurley, now conducts the visitor upstairs to the big hall, in the top story, where eleven smaller children are at work with Miss Johnson, — or rather at play, — singing and marching, showing us about mill-wheel and river, and imitating in their games cackling hens, crowing roosters, hissing geese, gobbling turkeys, cooing pigeons, grunting pigs, lowing cows, barking dogs and bleating sheep. Meanwhile they merrily act out a story about a farmer's poultry, a drover's herd of cattle and a flock of chickens in a coop, the songs being taken from Emilie Poulsson's book, *Nursery Finger Plays*, for which Miss Cornelia C. Roeske has furnished the music, and of which more than fifty thousand copies are in use all over the land. In a very useful exercise each child tries to distinguish as many individual voices as she can, when a group of others are singing together. One girl thus recognizes and correctly names five of her mates.

Next we go downstairs one flight, into the studio of Miss Elfie M. Fairbanks, the girls' music teacher. She plays not only the piano but the violin, receiving instruction from a kind resident of Jamaica Plain, Julius Akeroyd, a member of the Boston Symphony Orchestra, in order that she herself may be better able to teach Sophia Muldoon, who is making great progress with the latter instrument. Etta Hayes is taking her piano lesson, playing the notes as her teacher reads them to her. She gets a trifle confused over the minor third, about which some question arises, but bears herself bravely throughout the examination.

Now sounds the call to dinner, and the girls assemble with their teachers in the dining-room on the main floor, opposite the school-rooms, Mrs. Hill presiding over a veritable family party. The bill of fare is attractive and the food is homelike in quality, consisting of boiled halibut with egg sauce, potatoes, green peas, pickled beets and other accessories for the chief course. There follow plum pudding and fruit; but so well have the girls been served that many of them do not care for more, and ask to be excused, preferring an extra quarter-hour of romping to dessert.

Dinner and the ensuing chat over, the visitor crosses the lawn into the boys' building, and there sits awhile in the class room superintended by an efficient instructor, Mrs. Sarah J. Davidson, the daughter of one English physician and the widow of another. Her boys are talking about steamers and other vessels, and they have a model of the *Augusta Victoria*, sent by a kind friend. They are particularly anxious to understand the difference between ships, barques, brigs and schooners; and fortunately the visitor is able to show them roughly the difference between square and fore-and-aft rigging, by means of short wires used for kindergarten lessons.

In the room at the other end of the hallway the teacher is Miss L. Henrietta Stratton, a native of the good old town of Grafton, Mass. Like Miss Johnson, she formerly had charge of an Episcopal kindergarten in Detroit, Mich., but she preferred to return to the east. Her boys are talking about islands, mountains, volcanoes and Cape Cod, and are glad to hear something about the buried cities of Pompeii and Herculaneum.

To speak in detail of the boys' exercises in the old building would be largely to repeat what has been said of the girls' exercises in the new; we will therefore content ourselves with a cursory survey of the scene, though equally interesting, as the visitor vibrates between Miss Stratton's and Mrs. Davidson's rooms, jotting down his impressions.

In clay the boys are making hyacinth bulbs and cows' feet, and giving considerable attention to rats and mice. So well done is a water-wheel that its moulder will be asked to make its mate at the Boston Theatre on commencement day. Another boy is equally successful with a baby's tray. They all try hard to copy a squirrel, which is still graceful in spite of the fact that it has been stuffed and mounted. It was sent to the kindergarten by a friend, and Lyman K. Harvey succeeds very well in reproducing it in clay.

Among the clay workers is Tommy Stringer, whose only senses are those of touch, smell and taste. He is modelling a watering-pot; and his present practice will enable him to make a similar contribution to the annual commencement exercises a few weeks hence. Here too are specimens of Tommy's pricking, weaving and sewing, all replete with originality. His teachers say that he has a head for mathematics, inherited doubtless from his father, this unfortunate lad being the youngest of a mechanic's nine children. His former teacher was Miss Laura A. Brown of the quiet ancient town of Wrentham, some twenty miles from Boston; she is now engaged in a different department, and her successor is Miss Helen S. Conley of South Boston. This young lady has lived during the greater part of her life with her grandparents, who will soon celebrate the sixtieth anniversary of their marriage, and who have lived for more than half a century in a house on Broadway, opposite the Phillips Church. Like Miss Brown, she has pleasant anecdotes to relate about her special pupil. Though now able to use his voice, he greatly prefers the finger alphabet, not from self-consciousness, — for he has not apparently learned to realize his own deficiencies and differences, — but because he finds it easier.

The visitor presently meets the matron of the boys' department, Miss Isabel Greeley, who has also a general supervision of the establishment. Miss Greeley is a native of New Hamp-

shire. In Concord she is well acquainted with certain kinsfolk of her guest, and this circumstance at once furnishes an open sesame to conversation. In the other building Mrs. Hill has for an assistant matron Miss Cornelia M. Loring, while in this one Miss Greeley is aided by Miss Nettie B. Vose.

Among the interesting matters of which Miss Greeley chats is the Kindergarten Primary Club, consisting of nine boys. Awhile ago they raised, by a home concert, five dollars, which they presented to Director Anagnos, with an address composed by themselves without outside aid and spoken by one of their number.

With Miss Greeley the visitor crosses the yard to the gymnasium building, partly to see the *sloyd* knitting, which is taught by Miss Laura A. Brown, formerly Tommy's teacher, but now in charge of the manual training department. The pupils knit and cast off by direction, after once learning the stitch, and from coarse twine they go on to finer, till mats, bags, chains and many other pieces of useful cord-work come from their skilful hands. The word *sloyd* is commonly associated with woodwork, but really applies to handwork of any sort; the system originated, not in Sweden, but in Finland. From Helsingfors, where she had taught this branch in the public schools, Miss Anna Molander came to the great Chicago Fair of 1893. Quick to appreciate its value for the blind, Mr. Anagnos persuaded her to come to Boston, and here she spent a year, instructing both pupils and the teacher. Unable to remain longer, she consented to write out her system in full, and named Miss Brown as a specially apt learner. It happening just then that Tommy Stringer was ill, Miss Brown was able to become Miss Molander's assistant, and ultimately this led to a nomination as her successor.

By a wise provision pupils are occupied with each lesson for a short period of time only, in order to avoid fatigue. For the same reason the teachers, busy with the children all day, are

released from immediate relations with them when twilight comes and study hours are over, so that the instructors have their evenings free.

Conversing now in the reception room are a few of the young ladies, among them Miss Cornelia C. Roeske, who has charge of the boys' music department. Though she sits apparently at leisure, her busy brain is doubtless occupied arranging some piece of music for a future day. Among her compositions, recently published by the Ditson Company, are the *Dover Galop* and the *Hub Waltz*.

Looking from the window we can see the boys racing about the grounds as fearlessly as if they could see, in the very exuberance of blossoming life. More visitors now arrive,—a group of girls from Dorchester, called the Primrose Club.

Presently there is a singing lesson for the boys in the main hall, and thence the guest of the day goes back to the other building to hear Miss Fairbanks give to her girls a lesson in the parlor. Mr. Akeroyd, the violinist, has come over with his niece, and we listen with interest to scales and exercises as well as to songs and piano solos. After the lesson is over, we notice how carefully the girls restore the chairs to their places.

It is time now to return to the city; but Miss Greeley comes from the other house to say that, as the visitor has dined with the twenty-six girls, he must stay and sup with the thirty-four boys; so he sits at Miss Greeley's right hand, while on her left is another guest, especially welcome, Dr. Brackett, who has done much for the school, both as physician and as friend and adviser. It is a plain supper, so far as the pupils are concerned, heavy meals not being wholesome for them at night; but there is plenty of bread and butter, milk and plain cake. Next the writer sits Guy Jacobson, who affords a good example for the general conscientiousness. He is hungry, and asks for more bread; so the visitor spreads him a slice of the toast; but Guy doubts whether Miss Greeley will permit this luxury, and

does not eat a mouthful till she, overhearing his protest, gives her consent. Across the table is Tommy Stringer. Dr. Brackett has been his good friend and physician in time of need, and when the meal is over Tommy tries to find out who he is. As the little boy cannot even hear the doctor's voice, the recognition is no easy task, for new cuff-buttons have replaced those familiar to the lad's touch.

Then comes more chat in the parlors, and thus ends the happy day at the kindergarten for the blind, though on his return to the city the visitor is accompanied by both of Tommy's teachers, the Misses Brown and Conley, for an enjoyable evening of reading and music in Steinert Hall.

REPORT OF THE MATRON.

To Mr. M. ANAGNOS, *Director*.

SIR : — I herewith submit the following report for the year ending September 30, 1895.

For a period of nine years it has been my duty to give vigilant attention to most of the daily affairs of the kindergarten, and this, in turn, has afforded me the privilege of watching, always with solicitude but with ever-deepening interest, the process of character-building which goes on without interruption in this garden of humanity.

Surrounded by pure and elevating influences, a number of the children committed to our care have already advanced to bright and happy youth, and it is what these little boys and girls have accomplished in the way of moral and intellectual development which has given the kindergarten for the blind its present name and standing.

Amid harmonious surroundings, enveloped in an atmosphere of peace, where joy is duty and love the law, the little school has won the confidence of all who are interested in the emancipation of childhood from pernicious and effete systems of education. For it is certain that through the agency of the kindergarten great and beneficial changes have been wrought in methods used in the instruction and training of the blind, while schools for the seeing have not been slow to adopt our ways and to profit by the great object lesson which is continually going on here. Moreover, all unconsciously to themselves these little children, through the power of habits

formed within these walls, *live* the gospel which teaches that to minister to others is nobler than to exact service; and the ready and cheerful spirit of helpfulness of these boys and girls, both here and in their own homes, exerts an influence which refines the manners and cultivates the minds and hearts of their associates.

The following incidents will serve to show the hold which kindergarten training has upon these children, and the ingenious use which they make of the talks, stories, gifts and occupations which, alternating with one another, constitute their daily work. They are given a few hours each day to use as they see fit, and it is noticeable that the kindergarten games mould their taste in free play and turn it to good account.

The spare time of one boy was for several weeks devoted to an experiment in electric lighting. By means of discarded ink bottles and some copper wire that he had begged he connected the different articles of his bedroom furniture, and it was found that he could explain in an intelligent manner the principle of the lighting system and of the trolley.

Two boys, eight and nine years of age, respectively, composed a duet for the piano one morning while they were walking together in the corridor of the building, and a few hours later they played the composition, which proved to have some degree of merit.

A clever mimic among the girls derives great enjoyment from conducting music classes, and if real pupils are not to be had at the time, imagination is called in to aid the play and easily supplies the scholars, to whom the little actor proceeds to give instructions after the exact manner of her teacher.

For a long time one girl busied herself in stringing necklaces made up of pieces of stiff paper which she had cut in regular designs, both original and pretty. These ornaments were not by any means unattractive, and were found to be acceptable gifts to a large number of her friends.

As a rule, the girls take kindly to dolls and house-keeping, though the games of “Wolf” and “Bluebeard” prove fascinating diversions not infrequently.

One little boy made several original designs during his hours for play, and reproduced them skilfully in both the gift and the sewing work.

Conspicuous among the boys during the past year was a set of story tellers or narrators. They continued this pastime for several months, and became quite proficient in the art. The plots of the little stories were well laid and the developments were wrought out with considerable skill.

The entire work of the kindergarten has been carried on during ten months of the year which has just closed in the same spirit of fidelity and with the same degree of earnestness which has marked its prosecution in the past. The fundamental principles of kindergarten instruction have been strictly adhered to by conscientious and painstaking teachers. Habits of regularity, punctuality and orderly conduct have been inculcated, both by precept and example, and nothing has knowingly been left undone which would tend to promote the welfare of these children.

Physical training continues to receive special attention, and the admirable system which is in use here has served a good purpose. Carefully planned exercises and a limited use of apparatus seem to secure good results. In

a few cases special exercises are prescribed for the purpose of correcting curvature of the spine or unevenness of the hips and shoulders, and in order to bring about a firmer and more upright carriage of the head and body.

Sloyd as applied to knitting and sewing proves to be invaluable. Its processes are highly educational, and it is shown daily in these classes that manual effort increases intellectual power. During the year there were forty-nine children in the sloyd classes (twenty-two girls and twenty-seven boys), and the products of their labor were represented by more than three hundred and fifty articles.

With the warp and woof of kindergarten life music is closely interwoven. The morning talk opens with a hymn. The singing class receives daily instruction and drill, while songs and finger plays have a definite place and purpose in each day's programme of kindergarten work. Thirty-seven pupils (fifteen girls and twenty-two boys) have had instruction on the pianoforte and five on the violin. The marked advancement which the kinder orchestra has made is chiefly due to several new compositions written by Miss Roeske, which have required the introduction and use of a larger variety of instruments.

We cannot turn away from the year that has just closed without recalling in sorrow but in loving remembrance the name of one closely identified with this department,—our beloved associate and friend, Cornelia C. Roeske, whose death occurred on the 8th of July. Miss Roeske was a graduate of Perkins Institution, and came to the kindergarten at the beginning of its second year. She soon proved to be an earnest and untiring teacher, thorough and exact in discharging her duties, and able to inspire her pupils with a large measure of her own

enthusiasm. By the force of an independent and self-reliant nature she overcame obstacles which would have seemed insurmountable to a person less courageous and persevering. She possessed marked talent for musical composition, and took great delight in the exercise of this gift. Miss Roeske was ever ready to lend a hand in any work or undertaking pertaining to school or social life, and she infused into our household her own bright and cheerful spirit, born of a pure and contented nature. Our loved and esteemed fellow worker was called suddenly from this world while still in her youth, but she leaves the record of a sweet and true life nobly lived.

At the beginning of the new school year, September 18, eleven pupils were transferred to the parent school at South Boston. To fill their places four girls and six boys have already entered, and two more children will be admitted in a few weeks. On the 30th of September sixty-four names appear on the list.

During the entire year the health of the children has been uniformly good. The only epidemic which invaded our households was measles, and but nine cases of this disease appeared. Little Martha Swanberg entered the kindergarten in September, 1894, but she soon proved to be the victim of an incurable disease, and in a few weeks was removed to the children's hospital in Portland, Me., where she died on March 15, 1895. We desire to make grateful acknowledgment of the kind and generous service which Dr. Henry W. Broughton has rendered the kindergarten throughout the entire year, without compensation.

The members of the Ladies Visiting Committee have repeatedly extended to us timely help, and the encourage-

ment which their visits and words of advice have afforded is most warmly appreciated by all.

It is extremely difficult for a person in daily association and intercourse with Willie Elizabeth Robin (who is blind and deaf) to realize the limitations which hedge her about. Her attainments are not below the average of girls of her own age, while the ease with which she accomplishes her undertakings can hardly be excelled among those who are in full possession of both sight and hearing. She seems to obtain correct impressions both of persons and things, and indeed her power of perception is so strong and reliable that her conclusions are seldom at fault. She shows a lively interest in all that goes on around her, and her nature is so disposed toward sympathy that she is never indifferent to the affairs of others. Willie shows an intuitive love of beauty, — the beauty of order, fitness and use. She delights in the open air, in flowers, in living animals, and, in short, in every form of life. She is specially fond of little children, and always takes notice of their manners and deportment. Willie is herself easily controlled and guided, for, while she possesses marked strength of character, it is so united with sweetness of disposition and a sturdy good sense that she never becomes wayward and intractable. She has become so proficient in articulation as to rely upon it almost wholly in her intercourse with others. Indeed, she seldom finds it necessary to resort to the manual alphabet. As in several former seasons, Willie had the privilege of spending the long summer vacation with her kind and devoted friends, Mr. and Mrs. Albert T. Whiting.

Tommy Stringer is now nine years of age. He has made rapid progress during the last year in physical and

intellectual development, but he is somewhat slow in the acquisition and use of language. He gives abundant evidence that his rational faculties are not stunted, and he shows great eagerness to learn and to understand all about things which appeal strongly to his boy nature. He pays the closest and most careful attention to all explanations of things pertaining to nature, and his lively curiosity leads him to make many investigations on his own account. Full of fun and frolic, he is never without resources for amusement. Tom has already begun some work which will lead, a little later, to the study of geography. He is becoming familiar with the boundaries of the kindergarten and with the direction and course of the streets of Jamaica Plain, while during the summer he learned many features of the country about the farm where he spends his vacation. He seems to be skilful in reproducing his notions in sand, and it is seen that he has clear ideas of the relations of things. Tom no longer relies wholly upon the manual alphabet; he speaks many words and even whole sentences, and, while he does not express himself freely in this way, his articulation is good, and with encouragement in its use he will soon become proficient. He writes a legible square hand, and reads in the Fourth Reader.

The foundation has been so carefully laid in the case of these children that the success of all future work with them is assured. In fact, there can be no obstacles in their onward course. The kindergarten has prepared them, and scores of little sightless children as well, for a new life of intellectual activity which will lead to usefulness and to happiness. But behind the kindergarten stands the sentiment of an educated community and the beneficent philanthropy of the host of men and women

whose generous support has made the infant institution possible. In behalf of afflicted childhood I desire to extend hearty thanks to all friends who have encouraged and aided our work for these hapless little boys and girls. I also wish to acknowledge gratefully the receipt of many gifts with which the following friends have been so very good as to favor the kindergarten.

Miss Kate L. Brown's primary class of the Sunday School of the Second Church of Boston has given twenty dollars to purchase a stuffed beaver for the museum.

Mrs. Frank B. Allen of Longmeadow has sent a fox, a blackbird and a crow to be added to the collection of mounted specimens; and Mr. Harry Eastman of Framingham has given a bluejay, a pine grosbeak, a sand-piper, a tree sparrow, a tern, a yellow warbler, an oven bird and a sanderling, and made Miss M. E. Trook the almoner of his gift.

The Kindergarten Primary Club of 1895 has contributed the dues of the organization toward the purchase of a mounted lion. This specimen proudly bears a placard inscribed, "From the Club of '95."

The children of Miss Look's kindergarten in Florence, Mass., have given ten dollars to be used in buying something for the school-room; and from distant Japan Miss Freji Koka has sent a letter, together with gifts from her kindergarten.

Several children have been provided with homes in the country during the summer vacation by means of a sum of money contributed for this purpose by Miss Mary Carter, Boonton, N. J., Miss E. M. Hibbard, Miss Fitch, Mrs. Whittemore and Mr. H. E. Damon of Newton, and "a friend," through Mrs. H. W. Scott, Newton Centre.

The publishers of the *Jamaica Plain News* (weekly) have kindly furnished the kindergarten with a copy of their paper.

A rocking-horse given by Philip Hart has been gratefully appreciated by the little boys.

We are indebted to Mr. J. M. Rodocanachi for a supply of figs ; to Mrs. Frederick Tudor for eighty jars of preserved fruit and jellies ; to Mrs. William H. Slocum for twelve barrels of apples and other fruit and for a quantity of vegetables ; to Mr. David Rice for two barrels of pears ; to Mrs. George R. Fowler and to Mrs. Louis Schwartz for a quantity of fruit ; to Mr. Thomas A. Watson of Weymouth for an abundant supply of apples ; to Miss Helen D. Orvis for tickets to the course of young people's concerts ; and to Mrs. Alonzo O. Swift of Wauquoit for cranberries, jellies and chickens.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Allen, Mary K.	Butters, Albert W.
Anderson, Elizabeth.	Cotton, Chesley C.
Burke, Norah.	Cummings, Edwin.
Coberg, Margaret.	Cunningham, James H.
Cummings, Elsie.	Curran, John.
Dart, Marion F.	Dewhurst, Henry.
Dolan, Ellen.	Furrow, George.
Elwell, Gertrude.	Graham, William E.
Gavaghen, Annie.	Harvey, Lyman K.
Gilman, Lura.	Heroux, Alfred N.
Goggin, Mary.	Jacobson, Guy H.
Hamlet, Ethel.	Lester, James.
Hayes, Mary Etta.	Lord, John W.
Hughes, Mattie.	Muldoon, Henry M.
Ingham, Beatrice.	Muldoon, Robert D.
Kennedy, Annie M.	Nelson, Charles S.
Langdon, Margarette.	Nilson, Frank.
McKensie, Maggie.	Paige, Frank H.
Myers, Mabel.	Prince, Ned B.
Noyes, Kate.	Rand, Henry.
Ovens, Emily A.	Ransom, Francis.
Perella, Julia.	Rawson, Willey.
Robin, Willie Elizabeth.	Stamp, Charles.
Root, May E.	Stitcher, Frank W.
Ryan, Margaret.	Stringer, Thomas.
Travers, Margaret.	Stuart, Edwin.
Veasey, Emma A.	Swift, William S.
Viles, Alison.	Walsh, William.
Wagner, Alice M.	Wardwell, Homer.
Walsh, Annie.	Wetherell, John.
Bartlett, Joseph.	Williams, Albert L.
Beckwith, George.	

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1895.

RECEIPTS.

Cash on hand Oct. 1, 1894,	\$6,985 83
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LEGACY —

Mary B. Emmons,	1,000 00
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Endowment fund,	13,174 08
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Annual subscriptions through Ladies' Auxiliary

Society,	5,129 00
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Transcript ten-dollar fund,	5,666 95
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Donations for new building,	2,061 00
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Board and tuition,	5,128 67
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Rents,	665 00
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Income from investments,	9,548 17
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Loan from New England Trust Co.,	6,000 00
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	—————	\$55,358 70
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EXPENSES.

Maintenance,	\$13,798 67
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Expenses on houses let,	49 25
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Bills to be refunded,	132 07
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Purchase of real estate,	29,476 43
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	—————	43,456 42
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Balance Sept. 1, 1895,	\$11,902 28
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PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	\$40,000 00
Mrs. Warren B. Potter fund, . .	25,000 00
Mrs. George W. Wales fund, . .	10,000 00
Mrs. William Appleton fund, . .	10,700 00
Mrs. Benjamin S. Rotch fund, . .	8,000 00

LEGACIES —

Sydney Bartlett,	10,000 00
George Edward Downs,	3,000 00
Mary Williams,	5,000 00
Elisha T. Loring,	5,000 00
Ellen M. Gifford,	5,000 00
Joseph Scholfield,	3,000 00
Royal W. Turner,	3,000 00
Mrs. Lucy A. Dwight,	4,000 00
Mrs. Eleanor J. W. Baker,	2,500 00
Mrs. Elizabeth W. Gay,	7,931 00
Mrs. Eliza B. Seymour,	5,000 00
Miss Rebecca Salisbury,	200 00
Miss Sarah Bradford,	100 00
Mary H. Watson,	100 00
Mrs. Richard Perkins,	10,000 00
Mary B. Emmons,	1,000 00
Transcript ten-dollar fund, . . .	5,666 95
Funds from other donations, . . .	69,802 05
	<hr/>
	\$234,000 00
Cash in treasury,	5,902 28
Land, buildings and personal property in use of the kindergarten at Jamaica Plain,	181,450 43
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Total amount of property belonging to the kindergarten,	\$421,352 71

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Sept. 30, 1894, to Aug. 31, 1895.

A Bostonian,	\$200 00
A friend,	100 00
A friend through M. B.,	1 00
A friend to the little blind children,	100 00
A friend to the little blind children,	400 00
A friend,	15 00
A friend (K.),	100 00
A friend in Cambridge,	10 00
A schoolmate of Julia Romana Howe,	10 00
A few friends in Salem "in recognition of what has been done for Henry Rand,"	150 00
Anonymous,	2 00
Amory, C. W.,	100 00
Appleton, Mrs. William,	1,000 00
Allen, Mrs. Hannah,	1 00
Amory, Mrs. William,	5 00
Brett, Mrs. Anna K., Avon,	5 00
Baker, Mrs. Richard,	50 00
Birch, Miss H. Alida, Providence, R. I.,	5 00
Balfour, Miss Mary D.,	10 00
Ballou, Mrs. A. M., Detroit, Mich.,	5 00
Brackett, Miss Nancy, Quincy,	25 00
Brewster, Mrs. O.,	5 00
<i>Amount carried forward,</i>	<u>\$2,299 00</u>

<i>Amount brought forward,</i>	\$2,299 00
Brewster, William,	5 00
Bigelow, Mrs. Harriet A., Melrose,	50 00
Brown, E. R., Dover, N. H.,	50 00
Brown, Miss Harriet T.,	20 00
Chapin, Mrs. Adaline M., Milford,	5 00
Charles, Mrs. Mary C., Melrose,	25 00
Cheney, Mrs. E. D.,	5 00
Children of Herbert Street Kindergarten, Salem, through Miss Esther W. Sheldon,	5 00
Children of Miss H. F. Seger's School, Jamaica Plain,	13 00
Clark, Mrs. Henry, Worcester,	400 00
Clarke, Mrs. James Freeman,	5 00
Cook, Mrs. Chas. T., Detroit, Mich.,	25 00
Coolidge, Mrs. J. T.,	10 00
Cushing, Thomas,	5 00
D., L. W. and M. M. D.,	50 00
Dewey, Mrs. Arthur W., Jamaica Plain,	100 00
Dorr, Miss C., Roxbury,	5 00
Drew, Mrs. E. C.,	10 00
Eliot, Dr. Samuel,	100 00
Ellis, George H.,	75 00
Everett, Mrs. Emily, Cambridge,	25 00
Friend G. S. H., in memory of Charles W. Faulk- ner,	25 00
Friend R.,	5 00
From Eliot Hall Dances, Jamaica Plain,	60 00
From friends in West Newton, through Miss Caro- line S. Burrage,	25 00
First Congregational Unitarian Society, New Bed- ford,	50 00
<i>Amount carried forward,</i>	\$3,452 00

<i>Amount brought forward,</i>						\$3,452 00
Fairbanks, Miss C. L.,	.	.	.	.	.	10 00
Fay, Miss Sarah M.,	.	.	.	.	.	1,000 00
Fenno, Mrs.,	.	.	.	.	.	50
Ferris, Miss Mary E., Brookline,	.	.	.	.	.	50 00
Ferris, Mrs. Mortimer C., Brookline,	.	.	.	.	.	100 00
Field, Mrs. E. E. V.,	.	.	.	.	.	10 00
Fiske, Miss Elizabeth S.,	.	.	.	.	.	500 00
Fiske, Mrs. Joseph N.,	.	.	.	.	.	1,000 00
Fuller, Mrs. Caroline A., West Hingham,	.	.	.	.	.	20 00
Gilman, Miss E. G.,	.	.	.	.	.	5 00
Goldthwait, John,	.	.	.	.	.	25 00
Grew, Mrs. Henry S.,	.	.	.	.	.	10 00
H., M.,	.	.	.	.	.	1 25
Hatch, Fred W., Reading,	.	.	.	.	.	5 00
Hersey, Charles H.,	.	.	.	.	.	10 00
Howland, Mrs. O. O.,	.	.	.	.	.	5 00
Hammond, W. T.,	.	.	.	.	.	1 00
Hyde, Miss Mary E.,	.	.	.	.	.	2 00
In memoriam,	.	.	.	.	.	100 00
In memory of M. K. O., Salem,	.	.	.	.	.	5 00
In memory of Mrs. Martha Webster Miller,	.	.	.	.	.	30 00
Iasigi, Miss Mary V.,	.	.	.	.	.	15 00
Jackson, Mrs. J. B. S.,	.	.	.	.	.	50 00
Jackson, Mrs. E. S.,	.	.	.	.	.	2 00
Jenks, Miss C. E.,	.	.	.	.	.	5 00
Kendall, M. S.,	.	.	.	.	.	2 00
Kendall, Joseph S.,	.	.	.	.	.	50 00
Kendall, Miss H. W.,	.	.	.	.	.	50 00
Knapp, Geo. B.,	.	.	.	.	.	25 00
Knowles, Rev. Edward R., D. D., LL. D., Worces- ter,	.	.	.	.	.	100 00
<i>Amount carried forward,</i>	.	.	.	.	.	\$6,640 75

<i>Amount brought forward,</i>					\$6,640 75
King's Daughters, Groton,	.	.	.	.	5 00
Kindergarten, Mrs. Sweetser's, West Newton,	.				4 00
Kindergarten, Boylston Street, Brookline, through					
Miss Harriet B. Stodder,	.	.	.	.	5 00
Lyman, Mrs. Geo. H.,	.	.	.	.	20 00
Lamson, Miss Catherine M.,	.	.	.	.	50 00
Lang, Mrs. B. J.,	.	.	.	.	20 00
Little Amy and Edward,	.	.	.	.	10 00
Littell, Miss S. G., Brookline,	.	.	.	.	10 00
Lend-a-Hand Club of little boys, Wollaston,	.	.			5 00
Ladies in Wellesley,	.	.	.	.	25 00
Miss Lou Blanchard's pennies, Belmont,	.	.			2 63
Matthews, Mrs. A. B.,	.	.	.	.	1,000 00
Matthews, Miss Nanna,	.	.	.	.	20 00
Matthews, Miss Alice,	.	.	.	.	20 00
Mary Lowell Stone Fund,	.	.	.	.	100 00
Meredith, Mrs. J. H.,	.	.	.	.	5 00
Meyer, Mrs. Geo. von L.,	.	.	.	.	100 00
Montgomery, William,	.	.	.	.	10 00
Motley, Mrs. E. P.,	.	.	.	.	25 00
Morgan, E. P., Saco, Me.,	.	.	.	.	50 00
Moulton, Miss M. C.,	.	.	.	.	25 00
Muldoon, Arthur, Newton Centre,	.	.	.		100 00
Neal, Miss Caro F., Charlestown,	.	.	.		10 00
Newell, Mrs. M. Abbie, in memory of A. H. N.,	.				25 00
Nichols, J. Howard,	.	.	.	.	25 00
Nickerson, Sereno,	.	.	.	.	10 00
Nevous, Mrs. Alta H., Jamaica Plain,	.	.	.		2 00
Ober, Louis P.,	.	.	.	.	10 00
Osgood, Mrs. J. F.,	.	.	.	.	500 00
Page, Franklin Howard,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$8,839 38

<i>Amount brought forward,</i>						\$8,839 38
Parkman, Geo. F.,	.	.	.	.	.	500 00
P., K.,	.	.	.	.	.	50 00
Peabody, F. H.,	.	.	.	.	.	100 00
Peters, Edward D.,	.	.	.	.	.	20 00
Philbrick, Mrs. Edward S., Brookline,	.	.	.	.	.	3 00
Pratt, Miss Sarah S.,	.	.	.	.	.	10 00
Pickman, Mrs. W. D.,	.	.	.	.	.	60 00
Proceeds of concert in Longmeadow, through Frank B. Allen,	.	.	.	.	.	50 00
Proceeds from parlor sale at Mrs. T. B. Wales, Jr., West Roxbury,	.	.	.	.	.	50 00
Proceeds of sale by Alice Loring Ware, Romaine Hoyt and Mary Hoyt, Dorchester,	.	.	.	.	.	21 28
Proceeds of entertainment, the "Merrymakers," given at the residence of Mrs. Nathaniel Thayer by children connected with the Dorothea House,						125 00
Proceeds of entertainments on Patriots' Day by pupils of Perkins Institution,	.	.	.	.	.	84 90
Proceeds of lecture by Mr. Black,	.	.	.	.	.	100 00
Rodocanachi, J. M.,	.	.	.	.	.	50 00
Richards, Miss Annie Louise,	.	.	.	.	.	25 00
Robeson, Mrs. Andrew,	.	.	.	.	.	10 00
Ross, Miss Charlotte, West Newton,	.	.	.	.	.	1 00
Rust, Mrs. W. A., Cambridge,	.	.	.	.	.	5 00
Sabine, Dr. G. K., Brookline,	.	.	.	.	.	5 00
Sabine, Miss Catherine,	.	.	.	.	.	3 00
Sampson, George,	.	.	.	.	.	20 00
Sears, Mrs. K. W.,	.	.	.	.	.	25 00
Sohier, Miss E. D.,	.	.	.	.	.	25 00
Sohier, Miss Emily,	.	.	.	.	.	25 00
Swan, Mrs. Robert,	.	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	.	\$10,212 56

<i>Amount brought forward,</i>	. . .	\$10,212 56
Sunday-school Class, Chelsea, Miss Angus,	. . .	25 00
Sunday-school of Immanuel Church, Roxbury, primary department,	. . . . .	5 00
Sunday-school Class in Highland Church, Roxbury, Miss Carter's,	. . . . .	5 00
Sykes, Mrs. Chas. L., Scotch Plains, N. J.,	. . .	1 00
Sunday-school of First Church, Boston,	. . .	91 43
Sunday-school of Shepard Memorial Church, Cam- bridge,	. . . . .	18 47
Sunday-school, First Parish Unitarian Church, West Roxbury,	. . . . .	17 87
Taggard, Mrs. B. W.,	. . . . .	5 00
Thompson, George,	. . . . .	10 00
Through Miss Olga E. Gardner,	. . . . .	20 00
Through Miss Adele E. Somes,	. . . . .	1 75
Through the "Globe,"	. . . . .	7 00
Through Miss Edna Joslyn,	. . . . .	1 00
Thorndike, Mrs. J. H. (\$10 annual),	. . .	110 00
Unitarian Sunday-school, Littleton,	. . .	17 00
Unitarian Sunday-school, Belmont, through Rev. Hilary Bygrave,	. . . . .	10 00
Union Church of Weymouth and Braintree,	. . .	12 00
Upham, Miss Susan,	. . . . .	1,000 00
Vose, Miss C. C.,	. . . . .	5 00
W., L. H.,	. . . . .	15 00
W., Mrs. H. H. B.,	. . . . .	2 00
W., S. L.,	. . . . .	25 00
Walter, Mrs., Pittsburg, Pa.,	. . . . .	5 00
Warren, Mrs. J. Sullivan,	. . . . .	20 00
Wales, George W.,	. . . . .	100 00
Wetherbee, Miss Helen F.,	. . . . .	1 00
<i>Amount carried forward,</i>	. . .	\$11,743 08

<i>Amount brought forward,</i>	.	.	.	.	\$11,743 08
White, Mrs. C. T.,	.	.	.	.	25 00
White, Miss Eliza Orne, Brookline,	.	.	.	.	5 00
White, C. J., Cambridge,	.	.	.	.	25 00
Whitehead, Miss Mary,	.	.	.	.	10 00
Whitwell, W. S.,	.	.	.	.	10 00
Wilson, Miss Lilly M., Brookline,	.	.	.	.	100 00
Women's Parish Association, Unitarian Church, Concord,	.	.	.	.	25 00
Young, Miss Agnes Hill,	.	.	.	.	35 00
					<hr/>
					\$11,978 08

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary	
Society, Miss S. E. Lane, treasurer,	\$3,721 00
Cambridge Branch, through Mrs. E. C. Agassiz,	
treasurer,	680 00
Dorchester Branch, through Mrs. Charles V. Whit-	
ten, treasurer,	150 00
Milton Branch, through Mrs. William Wood,	
treasurer,	119 00
Lynn Branch, through Mrs. Lucy B. Haven,	
treasurer,	60 00
Worcester Branch, through Mrs. J. H. Robinson,	
treasurer,	390 00
Mrs. C. C. Voorhees' Normal Kindergarten Class, .	9 00
	<hr/>
	\$5,129 00

FOR THE NEW BUILDING.

A friend,	\$1,000 00
Bumstead, Mrs. Freeman J., Cambridge,	50 00
Motley, Mrs. Edward, "In Memoriam,"	1,000 00
Porter, Mrs. P. G., Cambridgeport,	1 00
Sampson, George,	10 00
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	\$2,061 00

All contributors to the funds are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer.*

No. 53 STATE STREET (ROOM 840), BOSTON.

TRANSCRIPT TEN-DOLLAR FUND.

Anderson, Miss A. F., Lowell,	\$5 00
Allen, Mrs. A. H.,	10 00
Allen, Francis R.,	10 00
Allen, Mrs. Chas. H.,	10 00
Abbott, Miss G. E.,	10 00
Abbott, Miss A. F.,	10 00
Abbott, Mrs. Henry W.,	5 00
Atkins, Mrs. Elisha,	30 00
Atkinson, Mrs. Edward, Brookline,	10 00
Appleton, Mrs. William,	10 00
A friend,	3 00
A friend, through Mrs. Appleton,	10 00
A friend in New Hampshire,	10 00
A friend,	25 00
A friend of the blind,	1 50
A friend,	10 00
A Cambridge friend,	10 00
A Rx.,	10 00
Anonymous,	10 00
A friend,	1 00
Anonymous,	2 00
A friend,	1 00
Anonymous,	2 00
A thank offering for good eyesight,	10 00
Allston, Mass.,	2 00
A., J. C.,	10 00
A widow's mite, Winchester,	1 00
A sympathizer,	10 00
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<i>Amount carried forward,</i>	\$238 50

<i>Amount brought forward,</i>	\$238 50
An interested friend,	1 00
Alden, Mrs. S. B., Randolph,	.	.	.	.	10 00
Baker, Mrs. William E.,	.	.	.	.	10 00
Bacall, Charles H.,	.	.	.	.	10 00
Bass, Mrs. Emma M.,	.	.	.	.	10 00
B., H., West Medford,	.	.	.	.	15 00
Bangs, Miss Edith,	.	.	.	.	10 00
Barr, Mrs. Arthur W., Jamaica Plain,	.	.	.	.	5 00
Beebe, Mrs. J. Arthur,	.	.	.	.	25 00
Batt, Mrs. C. R.,	.	.	.	.	10 00
B., S. H.,	.	.	.	.	10 00
Belcher, Mrs. John W., Brookline,	.	.	.	.	5 00
B., E. A., Brookline,	.	.	.	.	10 00
Benedict, W. L.,	.	.	.	.	10 00
Bigelow, Mrs. M. J.,	.	.	.	.	5 00
Bigelow, Mrs. Hannah E., Marlborough,	.	.	.	.	10 00
Bigelow, Miss Dorothea,	.	.	.	.	10 00
Bigelow, Miss Mary A.,	.	.	.	.	10 00
Bigelow, Mrs. Harriet A., Melrose,	.	.	.	.	10 00
Blacker, J. E.,	.	.	.	.	10 00
Black, Mrs. G. N.,	.	.	.	.	10 00
Boyd, Miss Florence A., Marlborough,	.	.	.	.	10 00
Bowman, Frederick A.,	.	.	.	.	10 00
Bradford, Mrs. Geo. H.,	.	.	.	.	10 00
Bradshaw, Mrs. M. A., Washington, D. C.,	.	.	.	.	10 00
Brimmer, Hon. Martin,	.	.	.	.	10 00
Brimmer, Mrs. Martin,	.	.	.	.	10 00
Brown, Atherton T.,	.	.	.	.	50 00
Brown, Mrs. Atherton T.,	.	.	.	.	10 00
Brown, Miss Alice W.,	.	.	.	.	10 00
Brown, Miss Elizabeth B.,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$584 50

<i>Amount brought forward,</i>	\$584 50
Brown, Miss Susan F.,	10 00
B., R. S., in memory of Julia R. Anagnos,	10 00
Bruerton, Mrs. James, Malden,	10 00
Bullard, Stephen,	10 00
Burr, Mrs. C. C., Auburndale,	10 00
Burgess, Mrs. George, Brookline,	10 00
Burnham, Mrs. John A.,	20 00
Bullard, Miss Katherine E.,	10 00
C.,	1 00
C., S. L.,	10 00
C.,	1 00
C., Mrs.,	1 00
C., R. B., Belmont,	1 00
C., H. L.,	1 00
Calvert, Mrs. Susan,	1 00
Carr, Mrs. Samuel,	10 00
Cabot, Mrs. Francis, Brookline,	10 00
Cabot, Mrs. Mary E., Brookline,	5 00
Carter, Mrs. Charles L.,	5 00
Catherine, Newtonville,	1 00
Cabot, Miss Elizabeth, Brookline,	10 00
Cabot, Samuel, Jr., Brookline,	10 00
Calkins's, Miss M. W., Sunday-school Class, New- ton,	10 00
Clark, Mrs. Joseph W.,	50 00
Clarke, Mrs. Henry, Worcester,	10 00
Clark, Mrs. B. C.,	10 00
Channing, Miss Ellen, Milton,	5 00
Cheney, B. P., and family,	70 00
Coburn, Mrs. N. P., Newton,	20 00
Cowing, Miss Grace Gordon, Roxbury,	10 00
<i>Amount carried forward,</i>	\$926 50

<i>Amount brought forward,</i>	.	.	.	.	\$926 50
Cook, Mrs. Josiah Parsons,	.	.	.	.	10 00
Coolidge, Mrs. T. Jefferson,	.	.	.	.	10 00
Cabot, John H.,	.	.	.	.	10 00
Cochran, Miss Caroline R.,	.	.	.	.	5 00
Cordis, Mrs. Edward, Forest Hills,	.	.	.	.	10 00
Crane, Mrs. Aaron M.,	.	.	.	.	5 00
Cummings, Mrs. C. A.,	.	.	.	.	10 00
Cumston, Mrs. William, Brookline,	.	.	.	.	10 00
Cunningham, Mrs. J. H.,	.	.	.	.	10 00
Curtis, Miss I. P.,	.	.	.	.	5 00
D., P. E.,	.	.	.	.	10 00
D., A. L.,	.	.	.	.	10 00
D., J., New Bedford,	.	.	.	.	10 00
D., L. W. and M. M. D.,	.	.	.	.	20 00
D., Mrs. L. G.,	.	.	.	.	10 00
D., A. M.,	.	.	.	.	1 00
Dalton, Mrs. Charles H.,	.	.	.	.	10 00
Denison, Mrs. J. N.,	.	.	.	.	10 00
Dewey, Miss Mary E.,	.	.	.	.	10 00
Dexter, Miss S. V.,	.	.	.	.	10 00
Dillaway, W. E. L.,	.	.	.	.	10 00
Ditson, Mrs. Oliver,	.	.	.	.	10 00
Doe, Miss N.,	.	.	.	.	5 00
Doliber, Thomas,	.	.	.	.	10 00
Dow, The Misses, Milton,	.	.	.	.	15 00
Downer, Mrs. Samuel, Dorchester,	.	.	.	.	10 00
Domestic Missionary Society, Portsmouth, N. H.,	.	.	.	.	10 00
Dutton, Dr. Samuel L.,	.	.	.	.	10 00
E., A. S., Roxbury,	.	.	.	.	10 00
E., C. F., Roxbury,	.	.	.	.	10 00
E., M. M., with many good wishes,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,217 50

<i>Amount brought forward,</i>	.	.	.	.	\$1,217 50
E., M.,	.	.	.	.	20 00
Elliott, Samuel T.,	.	.	.	.	10 00
Edmands, Mrs. M. G.,	.	.	.	.	10 00
Edwards, Mrs. J. S., Roxbury,	.	.	.	.	20 00
Endicott, Miss Mary E., Beverly,	.	.	.	.	25 00
F., A. D.,	.	.	.	.	10 00
From a friend of Julia R. Anagnos,	.	.	.	.	10 00
F., F. C.,	.	.	.	.	20 00
From a friend, Newton,	.	.	.	.	20 00
Friend M. R. H.,	.	.	.	.	1 00
F., Miss C. F., Roxbury,	.	.	.	.	10 00
Friend W.,	.	.	.	.	10 00
From W.,	.	.	.	.	10 00
From A. D. G.,	.	.	.	.	10 00
Friend,	.	.	.	.	25
Friend,	.	.	.	.	50
For the Kindergarten,	.	.	.	.	1 00
From a friend, E. J. W.,	.	.	.	.	5 00
From two friends,	.	.	.	.	20 00
From two friends,	.	.	.	.	15 00
Faulkner, Mrs. Charles,	.	.	.	.	10 00
Faulkner, Miss Fanny M.,	.	.	.	.	10 00
Fette, W. Eliot,	.	.	.	.	5 00
Field, Mrs. E. E. V., Milton,	.	.	.	.	10 00
Flagg, Augustus,	.	.	.	.	10 00
Flagg, Mrs. Augustus,	.	.	.	.	10 00
Friend L. C.,	.	.	.	.	10 00
Flint, D. B.,	.	.	.	.	10 00
Flint, Dr. A. J. Baker,	.	.	.	.	10 00
Foster, Mrs. Henry, Jamaica Plain,	.	.	.	.	5 00
Foss, Benjamin Sturtevant, Jamaica Plain,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,545 25

<i>Amount brought forward,</i>	.	.	.	.	\$1,545 25
Foss, Guy Noble, Jamaica Plain,	.	.	.	.	10 00
French, Miss Cornelia A.,	.	.	.	.	10 00
Frothingham, Rev. Octavius B.,	.	.	.	.	10 00
Frothingham, Miss Ellen,	.	.	.	.	10 00
F., L. B.,	.	.	.	.	10 00
From "Bertha,"	.	.	.	.	95
Galloupe, C. W.,	.	.	.	.	100 00
Gardner, Mrs. Constance,	.	.	.	.	20 00
Gardner, William Amory,	.	.	.	.	10 00
George, Joseph C.,	.	.	.	.	10 00
Ginn, Edwin,	.	.	.	.	10 00
Goddard, Miss Julia, Brookline,	.	.	.	.	15 00
Golding, Mrs. Wm. H.,	.	.	.	.	10 00
Goldthwait, John,	.	.	.	.	100 00
Grandgent, Mrs. Lucy L., Cambridge,	.	.	.	.	5 00
Greenleaf, C. H.,	.	.	.	.	25 00
Guild, Mrs. S. Eliot,	.	.	.	.	10 00
H., C. A., Brookline,	.	.	.	.	10 00
H., C. A.,	.	.	.	.	2 00
H., S. E.,	.	.	.	.	10 00
H., E., Jr.,	.	.	.	.	5 00
H., E., California,	.	.	.	.	10 00
H.,	.	.	.	.	1 00
H., C.,	.	.	.	.	200 00
H., S. E.,	.	.	.	.	5 00
Hall, Mrs. M. L.,	.	.	.	.	10 00
Haimes, Miss Lucy T., Winchester,	.	.	.	.	10 00
Harwood, Mrs. G. S., Newton,	.	.	.	.	10 00
Harwood, George Fred, Newton,	.	.	.	.	10 00
Hatch, Frederick W., Reading,	.	.	.	.	10 00
Hayes, Miss M. M.,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,214 20

<i>Amount brought forward,</i>	\$2,214 20
Hayes, Miss Minnie M., second contribution,	10 00
Hemenway, Miss Clara,	10 00
Hibbard, Salmon P.,	10 00
Higginson, Henry L.,	10 00
Hiddon, Miss Flora E.,	1 00
Hoadley, Mrs. John S., Roxbury,	5 00
Houghton, A. C., North Adams,	10 00
Howe, Miss H. A., Brookline,	10 00
Howe, Miss L., Brookline,	10 00
Hunneman, Miss Elizabeth A., Roxbury,	10 00
Hutchins, Mrs. Constantine F.,	10 00
H., H.,	2 00
Iasigi, Mrs. Oscar,	10 00
In His Name,	5 00
In His Name for the Kindergarten,	10 00
In the name of Helen Keller,	5 00
In memory of L. B. U.,	5 00
"In memory of N. P. R.,"	10 00
In memory of Vernon,	1 00
In memory of C. D. F.,	10 00
"In Memoriam," from L. and F. H., Michigan,	10 00
In memorian, C. H. D.,	2 00
In memoriam,	10 00
J., G. A.,	5 00
Jones, Mrs. W. H.,	5 00
Jones, W. H., & Co.,	10 00
Jolliffe, Mrs. T. H., Charles River Village,	10 00
Keith, Mrs. Sarah E.,	10 00
Kennedy, Miss Louise, Concord,	10 00
Kent, Mrs. Helena M.,	50 00
Kimball, Mrs. M. D.,	10 00
<i>Amount carried forward,</i>	\$2,500 20

<i>Amount brought forward,</i>	\$2,500 20
Kimball, Miss Susan Day,	10 00
Kimball, Miss Susan S., Salem,	10 00
King, Mrs. D. Webster,	10 00
King's Daughters, First Parish Unitarian Church, Groton,	5 00
Knapp, George B.,	10 00
L., H. R., Salem,	10 00
L., M. A.,	1 00
Lane, Gardner M.,	10 00
Lampee, Charles W.,	10 00
Lawrence, Mrs. Ambrose,	10 00
Lee, Col. Henry,	100 00
Lee, W. H.,	10 00
Leighton, Mrs. John W.,	10 00
Lilly, Mrs. Channing,	10 00
Litchfield, George A.,	10 00
Litchfield, E. L.,	10 00
Lodge, Mrs. John E.,	10 00
Longfellow, Miss Alice M., Cambridge,	10 00
Lovering, Mrs. Charles T.,	10 00
Low, Mrs. Ariel,	10 00
Lowe, Mrs. Martha P., in memory of Julia R. Anagnos,	10 00
Lyman, Mrs. Joseph, Brookline,	20 00
M.,	50
M., S. P.,	10 00
M., J. L.,	10 00
McConnell, George,	10 00
McLoud, Malcolm,	10 00
Mansfield, George S.,	10 00
March, Miss Sarah P., Watertown,	10 00
<i>Amount carried forward,</i>	\$2,866 70

<i>Amount brought forward,</i>	.	.	.	.	\$2,866 70
Merriam, Mrs. F.,	.	.	.	.	10 00
Merriam, Charles,	.	.	.	.	10 00
Merriam, Mrs. Charles,	.	.	.	.	10 00
Mixter, Miss M. C.,	.	.	.	.	10 00
Moseley, Mrs. Alexander,	.	.	.	.	10 00
Moseley, Alexander, second contribution,	.	.	.	.	10 00
Moseley, Miss Ellen F.,	.	.	.	.	10 00
Monroe, Mrs. George H., Brookline,	.	.	.	.	10 00
Motley, Mrs. Edward,	.	.	.	.	10 00
“Mother and Daughter,”	.	.	.	.	20 00
Mother and daughter,	.	.	.	.	1 00
Moulton, Mrs. Louise Chandler,	.	.	.	.	10 00
Newell, Mrs. M. Abbie, Roxbury,	.	.	.	.	10 00
Newell, Mrs. M. Abbie, in memory of her husband,					30 00
Newbury street,	.	.	.	.	10 00
Nichols, Mrs. F. S.,	.	.	.	.	10 00
One of five hundred, Roxbury,	.	.	.	.	10 00
One of the five hundred,	.	.	.	.	10 00
O., M. A., Middleborough,	.	.	.	.	5 00
Otis, Mrs. William C.,	.	.	.	.	20 00
P., H. W.,	.	.	.	.	1 00
P., M. B.,	.	.	.	.	30 00
P., A. S.,	.	.	.	.	5 00
Page, Mrs. Susan G.,	.	.	.	.	10 00
Paige, Mrs. V. C.,	.	.	.	.	10 00
Parker, E. Francis,	.	.	.	.	10 00
Parker, Mrs. Elizabeth P.,	.	.	.	.	10 00
Peabody, Mrs. R. S., Brookline,	.	.	.	.	10 00
Peabody, The Misses, Cambridge,	.	.	.	.	50 00
Peirce, Silas,	.	.	.	.	10 00
Perkins, Mrs. George H.,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,248 70

<i>Amount brought forward,</i>	.	.	.	.	\$3,248 70
Perkins, Miss Isabel W.,	.	.	.	.	10 00
Phipps, Mrs. John A.,	.	.	.	.	10 00
Phipps, Miss Ada, West Roxbury,	.	.	.	.	10 00
Pickman, Mrs. W. D.,	.	.	.	.	10 00
Pickman, Mrs. W. D., second contribution,	.	.	.	.	20 00
Pickman, Mrs. Dudley L.,	.	.	.	.	25 00
Pickman, Dudley and Edward,	.	.	.	.	3 00
Potter, Mrs. Warren B.,	.	.	.	.	500 00
Perry, Miss Elizabeth H., Bridgewater,	.	.	.	.	2 00
Powars, Miss Mary A.,	.	.	.	.	10 00
Pratt, Laban, Dorchester,	.	.	.	.	10 00
Pratt, Mrs. Laban, Dorchester,	.	.	.	.	10 00
Proctor, Mrs. Thomas P., Jamaica Plain,	.	.	.	.	10 00
Putnam, Mrs. James J.,	.	.	.	.	10 00
Putnam, Mrs. George F.,	.	.	.	.	10 00
R., C. L.,	.	.	.	.	10 00
Reed, Mrs. W. H.,	.	.	.	.	20 00
Reed, Mrs. B. T.,	.	.	.	.	10 00
Reynolds, Walter H.,	.	.	.	.	20 00
Richards, Mrs. Dexter N., Brookline,	.	.	.	.	100 00
Robeson, Mrs. Wm. R.,	.	.	.	.	50 00
Rotch, Miss Edith,	.	.	.	.	100 00
Rogers, Henry M.,	.	.	.	.	10 00
Rogers, Mrs. Henry M.,	.	.	.	.	10 00
Rogers, Jacob C.,	.	.	.	.	20 00
Russell, D. W., Brookline,	.	.	.	.	10 00
Russell, Miss Marion,	.	.	.	.	10 00
Russell, Mrs. Robert Shaw,	.	.	.	.	10 00
Rust, Mrs. W. A., Cambridge,	.	.	.	.	5 00
Seamans, J. M., Brookline,	.	.	.	.	10 00
S., M., Salem,	.	.	.	.	2 00

Amount carried forward, . . . \$4,295 70

<i>Amount brought forward,</i>	\$4,295 70
S., C. T.,	50
S.,	10 00
Sears, Mrs. K. W.,	10 00
Schwarz, Mrs. Louis B., Brookline,	5 00
S., L. M., Somerville,	10 00
Shaw, Miss Adela,	10 00
S.,	100 00
Saltonstall, Hon. Leverett,	10 00
Saltonstall, Mrs. Leverett,	10 00
Seabury, The Misses, through the "Transcript,"	25 00
Shepard, Mrs. Emily E.,	20 00
Silsbee, Miss Katherine E.,	10 00
Spaulding, Mrs. Mahlon D.,	10 00
Spalding, Mrs. James A., Portland, Me.,	10 00
Stockwell, Ira, Watertown,	2 50
Stetson, Amos W.,	20 00
Storrs, Mrs. Henry L., Brookline,	10 00
Stone, Mrs. Edwin P.,	5 00
Standish, Miss Adelaide,	10 00
Standish, Mrs. L. Miles,	10 00
Strong, Mrs. Alexander,	10 00
Strong, Mr. Edward A.,	10 00
Strong, Mrs. Edward A.,	10 00
Swan, Arthur R.,	5 00
Swan, Charles H.,	10 00
Sympathy, Roxbury,	1 00
T., A. W., Randolph,	10 00
T.,	1 00
T., C. B.,	10 00
T., M. E., Maitland, Fla.,	10 00
Tappan, Miss Mary A.,	20 00
<i>Amount carried forward,</i>	\$4,690 70

<i>Amount brought forward,</i>	.	.	.	.	\$4,690 70
Tapley, Miss Alice P.,	.	.	.	.	10 00
Tilton, Mrs. Elizabeth,	.	.	.	.	3 00
Thacher, Miss E. B., Northampton,	.	.	.	.	10 00
Thacher, Lillian C.,	.	.	.	.	5 00
Thacher, Margie W.,	.	.	.	.	5 00
Thayer, Mrs. Charles E.,	.	.	.	.	10 00
Thacher, Mrs. Lydia W., Peabody,	.	.	.	.	10 00
Thayer, Byron T.,	.	.	.	.	10 00
Thorndike, Mrs. Quincy,	.	.	.	.	10 00
Thayer, Rev. William G., Southborough,	.	.	.	.	10 00
Thayer, Mrs. William G., Southborough,	.	.	.	.	10 00
Topliff, Miss Mary M.,	.	.	.	.	10 00
Two brothers,	.	.	.	.	20 00
Two sisters, Cambridge,	.	.	.	.	10 00
Two friends, South Boston,	.	.	.	.	10 00
Two sisters,	.	.	.	.	50
Two friends,	.	.	.	.	50
Tucker, J. Alfred, in memory of his little child,	.	.	.	.	10 00
Vose, Miss C. C., Milton,	.	.	.	.	10 00
Wadsworth, Mrs. Alex. F.,	.	.	.	.	10 00
Wales, Mrs. George W.,	.	.	.	.	10 00
Walker, Mrs. Nathaniel,	.	.	.	.	10 00
Walker, Mr. and Mrs. Grant,	.	.	.	.	20 00
Wales, Mrs. Joseph H.,	.	.	.	.	10 00
Warren, Mrs. Susan C.,	.	.	.	.	10 00
W.,	.	.	.	.	10 00
W., W.,	.	.	.	.	1 00
W., M.,	.	.	.	.	1 00
W., A. B., Jamaica Plain,	.	.	.	.	10 00
W., S. H.,	.	.	.	.	10 00
W., Cambridge,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$4,957 70

<i>Amount brought forward,</i>	.	.	.	.	\$4,957	70
W., S. W.,	.	.	.	.	.	10 00
W., .	.	.	.	.	.	25
W., J. H.,	.	.	.	.	.	10 00
W., M. G.,	.	.	.	.	.	20 00
W., A. W.,	.	.	.	.	.	10 00
W., C. L.,	.	.	.	.	.	10 00
W., L. U.,	.	.	.	.	.	20 00
W., K.,	.	.	.	.	.	10 00
Wells, Mrs. Elizabeth S.,	.	.	.	.	.	25 00
Weld, Mrs. William F.,	.	.	.	.	.	10 00
Weld, Mrs. Moses W.,	.	.	.	.	.	20 00
Wheeler, Miss Jenny, New York,	.	.	.	.	.	5 00
Whelden, Mrs. Alice M., Campello,	.	.	.	.	.	10 00
Wheeler, Miss L. T.,	.	.	.	.	.	2 00
White, Charles T.,	.	.	.	.	.	10 00
White, Mrs. Charles T.,	.	.	.	.	.	10 00
White, Mrs. Jonathan H., Brookline,	.	.	.	.	.	10 00
White, Joseph H., Brookline,	.	.	.	.	.	110 00
White, Mrs. Joseph H., Brookline,	.	.	.	.	.	10 00
Whitney, Mrs. J. S., Brookline,	.	.	.	.	.	5 00
Whitman, Henry,	.	.	.	.	.	10 00
Whitman, Mrs. H.,	.	.	.	.	.	10 00
Whiting, Mrs. A. T.,	.	.	.	.	.	10 00
Wilson, Mrs. E. C., Brookline,	.	.	.	.	.	10 00
Wilson, Miss A. S.,	.	.	.	.	.	10 00
Wheelwright, Charles C.,	.	.	.	.	.	10 00
Whittemore, Mrs. Henry,	.	.	.	.	.	10 00
Winkley, Mrs. Samuel H.,	.	.	.	.	.	25 00
Winthrop, Mrs. Thomas Lindall,	.	.	.	.	.	10 00
Williams, Mrs. Harriet C.,	.	.	.	.	.	10 00
Woods, Henry,	.	.	.	.	.	20 00
<i>Amount carried forward,</i>	.	.	.	.	\$5,409	95

<i>Amount brought forward,</i>	.	.	.	.	\$5,409 95
Wood, Mr. and Mrs. Frank,	.	.	.	.	10 00
Wolcott, Roger,	.	.	.	.	10 00
Wolcott, Mrs. Roger,	.	.	.	.	10 00
Wolcott's, Mr. and Mrs., children,	.	.	.	.	10 00
Wood, Henry, Roxbury,	.	.	.	.	10 00
Wood, Mrs. Ellen S., Concord,	.	.	.	.	10 00
Wolcott, Mrs. J. Huntington,	.	.	.	.	100 00
Wright, John G.,	.	.	.	.	10 00
Wright, Mrs. John G.,	.	.	.	.	10 00
Wright, Miss Lila D.,	.	.	.	.	10 00
Wyman, A. A.,	.	.	.	.	1 00
Wyman, A. E., Newtonville,	.	.	.	.	15 00
X. Y.,	.	.	.	.	10 00
X. Y. Z.,	.	.	.	.	10 00
Young, Calvin, Dorchester,	.	.	.	.	10 00
Young, Mrs. B. L.,	.	.	.	.	10 00
					<hr/>
					\$5,655 95

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

A friend,	\$1 00
Ballou, Mrs. A. A., Detroit, Mich., . . .	5 00
Ballou, Miss Madge, Detroit, Mich., . . .	5 00
Blow, Miss S. E.,	5 00
Brown, Mrs. J. Conklin, Greensboro', Ga., . . .	10 00
Brown, Master Warner, Greensboro', Ga., . . .	1 50
Chappel, Miss Jennie,	2 44
Chappel, Miss Jennie,	2 44
Children of the "Corner,"	5 78
Conant, Miss Grace W.,	1 00
Congregational Sabbath-school, Newton Highlands, through Mr. William B. Wood,	12 12
Cowing, Mrs. M. W.,	5 00
Cowing, Miss Grace G.,	5 00
Everett, Miss Emily M.,	25 00
Farnam, Mrs. Henry,	50 00
Fay, Miss Sarah M.,	25 00
Fiske, Mrs. E. G., Cambridgeport,	50
Fiske, Miss E. F., Cambridgeport,	1 00
Florence Kindergarten, by Frances Look, . . .	8 00
From the children of the J. Elliot Cabot School, Brookline, through Miss Helen F. Wetherbee, . .	14 20
G., J. B.,	10 00
G., C. L.,	10 00
In memory of Bishop Brooks,	5 00
Junior department, Park Avenue Congregational Church Sunday-school, Minneapolis, Minn., . .	5 00
<i>Amount carried forward,</i>	<i>\$214 98</i>

Amount brought forward, \$214 98

Junior Christian Endeavor and friends, Newton

Highlands, through Miss Estelle M. Colby, .	5 55
Kindergarten at Wolfboro Junction, N. H., . .	2 00
Kindergarten children, Guilford, Me., . . .	35
Leggate, Mrs. Alexander, Pittsburg, Pa., . .	5 00
Matthews, Mrs. Annie B.,	50 00
Margaret Shepard Society, Cambridge, . . .	7 00
Metcalf, R. C.,	5 00
Newell, Mrs. M. Abby,	20 00
Primary Class of Second Church, Boston, . .	10 00
Philomathean Club, six little girls of Cambridge-	
port,	1 00
Peyraud, Mademoiselle Rosalie J., . . .	1 00
Pickman, Mrs. D. L.,	10 00
Proceeds of lecture by Mr. Black,	11 00
Richards, Miss Annie Louise,	10 00
Scatter Good Society, West Roxbury, . . .	27 00
Second Church Primary Class, through Miss Kate	
L. Brown,	48 00
Through Miss Eleanor Gilmour,	25 00
Wales, Mr. George W.,	25 00
Whiting, Mrs. S. B.,	10 00
Whitney, Miss E. P.,	2 00
Whitwell, Miss M. H.,	1 00
Woman's Association, Danvers,	5 00
Young, Mrs. Benjamin L.,	10 00

\$505 88

In addition to the above amount we have received from a friend two hundred dollars, to make up the deficit in the account of the previous year.

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

Anonymous,	\$0 50
Anonymous,	1 00
A friend,	5 00
A friend, Jamaica Plain,	1 00
B., E. W.,	5 00
Batcheller, Mr. Robert,	2 00
Bailies, Mrs. Walter,	10 00
Bartlett, Miss Fannie,	20 00
Billings, Mrs. Elizabeth,	1 50
Blanchard, Mrs. W. G.,	1 00
Bowditch, Mr. William I.,	5 00
Bradley, Mrs. Richard M.,	10 00
Cary, Mrs. Richard,	4 00
Collar, Mr. William C.,	2 00
Cotting, Mrs. C. U.,	5 00
Cheever, Dr. David W.,	3 00
Cochrane, Mrs. Alexander,	5 00
Curtis, Miss Clara,	5 00
De Normandie, Mrs. James,	1 00
Estabrook, Mrs. William C.,	5 00
Evans, Mrs. Glendower,	5 00
Farnam, Mrs. Henry,	20 00
Fay, Mrs. Harrison,	2 00
Ferguson, Miss,	1 00
Fitz, Mrs. E. R.,	1 00
French, Mr. Jonathan,	50 00
Friends in Salem, through Mrs. C. R. Tuckerman,	32 50
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<i>Amount carried forward,</i>	\$203 50

<i>Amount brought forward,</i>	\$203 50
Fowler, Mr. George R., Jamaica Plain,	10 00
Glover, Miss C. L.,	.	.	.	.	25 00
Glover, Mr. Joseph B.,	.	.	.	.	100 00
Goddard, Miss Matilda,	.	.	.	.	3 00
Greenough, Mrs. David S., Jamaica Plain,	.	.	.	.	5 00
Griggs, Mr. B. F.,	.	.	.	.	1 00
Holden, Mrs. Charles W.,	.	.	.	.	3 00
Henshaw, Mrs. Harriët A.,	.	.	.	.	10 00
Hooper, Mrs. F. T.,	.	.	.	.	2 00
Hopkins, Mr. Charles A., Brookline,	.	.	.	.	5 00
Hovestadt, Mrs. Julius F.,	.	.	.	.	1 00
Hoyt, Mrs. S. E.,	.	.	.	.	5 00
Jackson, Miss E.,	.	.	.	.	2 00
Jones, Mrs. B. M.,	.	.	.	.	3 00
Kingsbury, Miss Mary E., Brookline,	.	.	.	.	1 00
Lincoln, Mr. A. L., Jr., Brookline,	.	.	.	.	5 00
Lins, Mrs. Ferdinand,	.	.	.	.	1 00
Loring, The Misses,	.	.	.	.	20 00
Lowell, Mrs. George G.,	.	.	.	.	25 00
Mackay, Mrs. G. H.,	.	.	.	.	2 00
McCleary, Mr. S. F., Brookline,	.	.	.	.	1 00
Manning, The Misses,	.	.	.	.	10 00
Manning, Mr. John P.,	.	.	.	.	5 00
Means, Mrs. William A.,	.	.	.	.	10 00
Morison, Mrs. Frank,	.	.	.	.	10 00
Miller, Miss Annie C.,	.	.	.	.	1 00
Morison, Mr. George B.,	.	.	.	.	1 00
Morrill, Miss F. E.,	.	.	.	.	10 00
Morrill, Miss Amelia,	.	.	.	.	10 00
Nash, Mrs. Bennett H.,	.	.	.	.	10 00
Nelson, Mr. Thomas,	.	.	.	.	10 00
Neal, Mrs. George B., Charlestown,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$515 50

<i>Amount brought forward,</i>	\$515 50
Page, Mrs. Mary G., Roxbury,	5 00
Parry, Mrs. Henry J., Jamaica Plain,	5 00
Peabody, Mr. F. H.,	90 00
Phillips, Mrs. John C.,	75 00
Proceeds of an entertainment given by the ladies of the Footlight Club, Jamaica Plain, through	
Miss Annie Lee,	50 00
Reber, Mrs. J. M., Longwood,	2 00
Robeson, Mrs. William R.,	50 00
Roberts, Mrs. Annie Dudley, Auburndale,	5 00
Rogers, Miss Clara Bates,	1 00
Sampson, Mr. C. P.,	10 00
Schmidt, Mr. Arthur P.,	10 00
Schlesinger, Mr. Barthold, Brookline,	20 00
Sears, Mrs. P. H.,	10 00
Sears, Mrs. H. M.,	25 00
Sherwin, Mr. Edward,	5 00
Spaulding, Mrs. Mahlon D.,	100 00
Sprague, Mrs. Charles H.,	15 00
Swift, Mrs. E. C.,	20 00
Sears, Mrs. W. T.,	5 00
Tapley, Mrs. Anna S.,	10 00
Upham, Mrs. A. T.,	1 50
Vaughn, Master William,	1 00
Ward, The Misses,	30 00
Ware, Miss Mary L.,	100 00
White, Miss Elizabeth, Ashcroft,	1 00
Wigglesworth, Dr. Edward,	10 00
Williams, Mrs. J. D. W.,	15 00
Winslow, Mrs. William C.,	5 00
Woodman, Mr. Stephen F.,	5 00
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	\$1,197 00

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer*.

Abbott, Miss A. F.,	.	.	.	.	.	.	\$1 00
Abbott, Mrs. J.,	.	.	.	.	.	.	5 00
Abbott, Miss J. E.,	.	.	.	.	.	.	1 00
Adams, Mrs. Waldo,	.	.	.	.	.	.	5 00
Allen, Mrs. A. H.,	.	.	.	.	.	.	1 00
Allen, Mrs. C. H.,	.	.	.	.	.	.	1 00
Allen, Mrs. F. R.,	.	.	.	.	.	.	5 00
Allen, Mrs. R. L.,	.	.	.	.	.	.	1 00
Allen, Mrs. W. H.,	.	.	.	.	.	.	5 00
Ames, Rev. Charles G.,	.	.	.	.	.	.	10 00
Ames, Mrs. F. L.,	.	.	.	.	.	.	50 00
Ames, Mrs. Frank M.,	.	.	.	.	.	.	1 00
Amory, Miss A. S.,	.	.	.	.	.	.	15 00
Amory, Mrs. C. W.,	.	.	.	.	.	.	5 00
Amory, Mrs. William,	.	.	.	.	.	.	15 00
Anderson, Mrs. J. F.,	.	.	.	.	.	.	5 00
Andrews, Mr. C. H.,	.	.	.	.	.	.	5 00
Anthony, Mrs. S. Reed,	.	.	.	.	.	.	5 00
Appleton, Mrs. William,	.	.	.	.	.	.	5 00
Armstrong, Mr. George W., Brookline,	.	.	.	.	.	.	10 00
Arnold, Mrs. Richard,	.	.	.	.	.	.	2 00
Atkins, Mrs. Elisha,	.	.	.	.	.	.	15 00
Ayer, Mrs. J. B.,	.	.	.	.	.	.	5 00
Bacon, Mrs. E. R.,	.	.	.	.	.	.	1 00
Bacon, Miss E. S., Jamaica Plain,	.	.	.	.	.	.	5 00
Bacon, Mrs. F. E., Mattapoisett,	.	.	.	.	.	.	5 00

Amount carried forward, \$184 00

<i>Amount brought forward,</i>	.	.	.	.	\$184 00
Bacon, Miss Julia, Jamaica Plain, .	.	.	.	.	5 00
Bailey, Mrs. H. R., Cambridge, .	.	.	.	.	2 00
Baker, Mrs. Richard, Jr., .	.	.	.	.	5 00
Bancroft, Mrs. J. C., .	.	.	.	.	5 00
Barnard, Mrs. M. C. E., Dorchester, .	.	.	.	.	1 00
Barnes, Mrs. C. B., .	.	.	.	.	10 00
Barnes, Mrs. T. W., .	.	.	.	.	3 00
Barstow, Miss K. A., .	.	.	.	.	5 00
Bartlett, Miss Elvira, .	.	.	.	.	10 00
Bartlett, Miss Mary F., .	.	.	.	.	20 00
Bartol, Rev. Cyrus A., .	.	.	.	.	10 00
Basto, Mrs. M. A., Roxbury, .	.	.	.	.	3 00
Batcheller, Mrs. A. H., .	.	.	.	.	5 00
Batcheller, Mr. Robert, .	.	.	.	.	2 00
Berwin, Mrs. Jacob, .	.	.	.	.	5 00
Bigelow, Mrs. Alanson, Brookline, .	.	.	.	.	1 00
Bigelow, Mrs. G. S., .	.	.	.	.	5 00
Bigelow, Mrs. H., .	.	.	.	.	5 00
Bigelow, Mrs. J. S., .	.	.	.	.	10 00
Bigelow, Mrs. Prescott, Chestnut Hill, .	.	.	.	.	10 00
Bigelow, Mrs. Prescott, Jr., Jamaica Plain, .	.	.	.	.	5 00
Billings, Mrs. J. B., .	.	.	.	.	1 00
Bishop, Miss Mary R., .	.	.	.	.	2 00
Blake, Mrs. G. B., .	.	.	.	.	10 00
Blake, Mrs. S. P., .	.	.	.	.	5 00
Blake, Mr. W. P., .	.	.	.	.	5 00
Boardman, Mrs. T. D., .	.	.	.	.	2 00
Boland, Dr. E. S., South Boston, .	.	.	.	.	5 00
Bond, Mr. William S., Jamaica Plain, .	.	.	.	.	10 00
Bradford, Mrs. C. F., .	.	.	.	.	10 00
Bradley, Mrs. Frederic R., .	.	.	.	.	5 00
Bremer, Mrs. J. L., .	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$371 00

<i>Amount brought forward,</i>						\$371 00
Brewster, The Misses,	.	.	.	.	.	5 00
Briggs, Mrs. Andrew G.,	.	.	.	.	.	5 00
Brown, Mrs. Buckminster,	.	.	.	.	.	3 00
Brown, Miss Augusta M.,	.	.	.	.	.	5 00
Brown, Mrs. J. Conklin, Greensboro', Ga.,	.	.	.	.	.	2 00
Brown, Mrs. Samuel N.,	.	.	.	.	.	2 00
Browne, Mrs. Augustus, Brookline,	.	.	.	.	.	3 00
Browne, Miss H. T.,	.	.	.	.	.	10 00
Bryant, Mrs. E. B.,	.	.	.	.	.	5 00
Bryant, Mrs. J. D.,	.	.	.	.	.	2 00
Bullard, Mrs. William S.,	.	.	.	.	.	10 00
Bullens, Mr. George S., Newton,	.	.	.	.	.	1 00
Bullens, Mrs. George S., Newton,	.	.	.	.	.	1 00
Bullens, Miss Charlotte L., Newton,	.	.	.	.	.	1 00
Bumstead, Mrs. Freeman, Cambridge,	.	.	.	.	.	10 00
Bunker, Mr. Alfred, Roxbury,	.	.	.	.	.	2 00
Burgess, Mrs. S. K., Brookline,	.	.	.	.	.	10 00
Burke, Mr. Edmund C., Jamaica Plain,	.	.	.	.	.	1 00
Burkhardt, Mrs. P. W., Brookline,	.	.	.	.	.	10 00
Burnham, Mrs. John A.,	.	.	.	.	.	10 00
Burnham, Mrs. John A., Jr.,	.	.	.	.	.	5 00
Burr, Mrs. H. M., Chestnut Hill,	.	.	.	.	.	1 00
Burrage, Mrs. J. C.,	.	.	.	.	.	1 00
Butler, Mrs. Charles S.,	.	.	.	.	.	2 00
Butler, Mr. E. K., Jamaica Plain,	.	.	.	.	.	5 00
Cabot, Mr. John H., Brookline,	.	.	.	.	.	5 00
Callender, Mr. Walter, Providence, R. I.,	.	.	.	.	.	10 00
Capen, Mr. Samuel B., Jamaica Plain,	.	.	.	.	.	3 00
Carter, Mrs. John W., West Newton,	.	.	.	.	.	5 00
Carter, Mr. William S., Jamaica Plain,	.	.	.	.	.	2 00
Cary, Miss A. P.,	.	.	.	.	.	10 00
Cary, Miss E. G.,	.	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	.	\$528 00

<i>Amount brought forward,</i>	.	.	.	.	\$528 00
Cary, Mrs. Richard,	.	.	.	.	1 00
Cary, Miss,	.	.	.	.	1 00
Caryl, Miss Harriet E.,	.	.	.	.	1 00
Case, Mrs. James B.,	.	.	.	.	5 00
Cate, Mr. Martin L., Roxbury,	.	.	.	.	2 00
Chapin, Mrs. H. B., Jamaica Plain,	.	.	.	.	5 00
Chapman, Miss E. D., Cambridge,	.	.	.	.	1 00
Chapman, Miss J., Cambridge,	.	.	.	.	1 00
Chase, Dr. H. L., Brookline,	.	.	.	.	2 00
Cheaney, Mrs. Arthur,	.	.	.	.	3 00
Cheever, Mr. George H., Roxbury,	.	.	.	.	2 00
Chick, Mrs. I. W.,	.	.	.	.	2 00
Claffin, Mrs. W. H.,	.	.	.	.	2 00
Clark, Mrs. John T., Jamaica Plain,	.	.	.	.	10 00
Clark, Miss S. W., Beverly,	.	.	.	.	10 00
Clark, Mrs. B. C.,	.	.	.	.	5 00
Clark, Mrs. F. S.,	.	.	.	.	10 00
Clarke, Mrs. J. F.,	.	.	.	.	5 00
Clarke, Mrs. J. J.,	.	.	.	.	2 00
Clerk, Mrs. W. F., Roxbury,	.	.	.	.	3 00
Cobb, Mrs. C. K., Chestnut Hill,	.	.	.	.	1 00
Coburn, Mrs. George W.,	.	.	.	.	25 00
Cochrane, Mrs. Alexander,	.	.	.	.	5 00
Codman, Mrs. C. R.,	.	.	.	.	10 00
Codman, Mr. Robert,	.	.	.	.	5 00
Coffin, Mr. G. R., Brookline,	.	.	.	.	2 00
Collamore, The Misses,	.	.	.	.	5 00
Converse, Mrs. C. C.,	.	.	.	.	5 00
Converse, Mrs. E. S.,	.	.	.	.	5 00
Coolidge, Mrs. J. Randolph,	.	.	.	.	10 00
Corey, Mrs. S. E., Brookline,	.	.	.	.	10 00
Corse, Mrs. John M.,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$689 00

<i>Amount brought forward,</i>					\$689 00
Cotting, Mrs. C. E.,	.	.	.	.	5 00
Covel, Mrs. A. S.,	.	.	.	.	2 00
Cowing, Mrs. Martha W., West Roxbury,	.	.	.	.	25 00
Cox, Mrs. Benjamin,	.	.	.	.	10 00
Crafts, Mrs. James M.,	.	.	.	.	25 00
Crane, Mrs. A. M.,	.	.	.	.	5 00
Crehore, Mrs. G. C.,	.	.	.	.	5 00
Crocker, Miss S. H.,	.	.	.	.	5 00
Crosby, Miss S. T.,	.	.	.	.	1 00
Cummings, Mr. G. W., Brookline,	.	.	.	.	2 00
Curtis, Mrs. Charles P.,	.	.	.	.	20 00
Curtis, Mrs. H. G.,	.	.	.	.	5 00
Curtis, Mrs. J. F.,	.	.	.	.	5 00
Curtis, The Misses, Roxbury,	.	.	.	.	2 00
Cushing, Miss Mary J.,	.	.	.	.	5 00
Cushing, Miss Sarah P.,	.	.	.	.	2 00
Cutter, Mrs. Ellen M.,	.	.	.	.	1 00
Dabney, Mrs. L. S.,	.	.	.	.	10 00
Dale, Mrs. Eben,	.	.	.	.	5 00
Dana, Mrs. Samuel B.,	.	.	.	.	10 00
Daniell, Mrs. H. W.,	.	.	.	.	5 00
Daniels, Mrs. G. F.,	.	.	.	.	1 00
Davenport, Mrs. F. H., Jamaica Plain,	.	.	.	.	5 00
Davis, Mrs. B. C.,	.	.	.	.	5 00
Davis, Mrs. Simon,	.	.	.	.	3 00
Day, Mr. William F., Roxbury,	.	.	.	.	5 00
Dean, Mr. Charles A., Roxbury,	.	.	.	.	10 00
Denney, Mrs. A. B., Chestnut Hill,	.	.	.	.	5 00
Dennison, Mr. Henry B., Roxbury,	.	.	.	.	10 00
Dennison, Mrs. E. W.,	.	.	.	.	5 00
Derby, Mrs. Hasket,	.	.	.	.	5 00
Dewey, Miss Mary E.,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$900 00

<i>Amount brought forward,</i>	.	.	.	.	\$900 00
Dexter, Mr. Arthur,	.	.	.	.	10 00
Dexter, Miss Elsie,	.	.	.	.	2 00
Dexter, Miss Rose L.,	.	.	.	.	5 00
Dickinson, Mrs. M. L., Dorchester,	.	.	.	.	1 00
Ditson, Mrs. Oliver,	.	.	.	.	5 00
Dixon, Mrs. L. S.,	.	.	.	.	2 00
Doliber, Mrs. Thomas, Brookline,	.	.	.	.	5 00
Dorr, Miss Caroline, Roxbury,	.	.	.	.	10 00
Dowse, Mrs. Charles F.,	.	.	.	.	1 00
Draper, Dr. F. W.,	.	.	.	.	2 00
Drew, Mrs. E. C.,	.	.	.	.	5 00
Drost, Mr. C. A., Brookline,	.	.	.	.	1 00
Dunbar, Mrs. J. R., Brookline,	.	.	.	.	5 00
Dwight, Mrs. James,	.	.	.	.	1 00
Dwight, Mrs. Thomas, Jr.,	.	.	.	.	1 00
Eaton, Mrs. James, Roxbury,	.	.	.	.	1 00
Edgerly, Mrs. Charles B.,	.	.	.	.	1 00
Edmands, Mr. H. H. W., Roxbury,	.	.	.	.	1 00
Edmond, Mrs. E. H., Brookline,	.	.	.	.	1 00
Edwards, Mr. J. C., Brookline,	.	.	.	.	5 00
Eichberg, Mrs. J.,	.	.	.	.	2 00
Eisemann, Mrs. N.,	.	.	.	.	1 00
Ellis, Mrs. Caleb,	.	.	.	.	1 00
Elms, Mrs. Edward C., Newton,	.	.	.	.	1 00
Elms, Miss F. G., Newton,	.	.	.	.	1 00
Elms, Mr. Franklin M., Brockton,	.	.	.	.	2 00
Elms, Mr. J. C., Newton,	.	.	.	.	2 00
Elms, Mrs. J. C., Newton,	.	.	.	.	2 00
Elms, Mrs. J. C., Jr., Newton,	.	.	.	.	1 00
Ely, Mrs. Harriet E.,	.	.	.	.	5 00
Emery, Mrs. Mark, North Anson, Me.,	.	.	.	.	1 00
Endicott, Miss,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$985 00

<i>Amount brought forward,</i>						\$985 00
Endicott, Mrs. Henry,	.	.	.	.	.	5 00
Ernst, Mrs. C. W.,	.	.	.	.	.	2 00
Estabrook, Mrs. A. F.,	.	.	.	.	.	5 00
Eustis, Mrs. W. T.,	.	.	.	.	.	2 00
Evans, Mrs. William, Jamaica Plain,	.	.	.	.	.	10 00
Fairbanks, Mrs. Horace, St. Johnsbury, Vt.,	.	.	.	.	.	10 00
Farlow, Mr. George A.,	.	.	.	.	.	10 00
Farwell, Mrs. S. W.,	.	.	.	.	.	5 00
Faulkner, Mrs. Charles,	.	.	.	.	.	10 00
Faulkner, Miss,	.	.	.	.	.	10 00
Fay, Mrs. Dudley B.,	.	.	.	.	.	10 00
Fay, Mrs. Henry H.,	.	.	.	.	.	10 00
Fay, Miss S. B.,	.	.	.	.	.	1 00
Fay, Miss Sarah M.,	.	.	.	.	.	10 00
Ferguson, Mrs. R.,	.	.	.	.	.	2 00
Ferris, Mrs. M. C., Brookline,	.	.	.	.	.	5 00
Ferris, Miss M. E., Brookline,	.	.	.	.	.	5 00
Fessenden, Mrs. Sewell H.,	.	.	.	.	.	2 00
Fiske, Mrs. Joseph N.,	.	.	.	.	.	5 00
Fitz, Mrs. Walter Scott,	.	.	.	.	.	25 00
Flagg, Mrs. Augustus,	.	.	.	.	.	6 00
Flint, Mrs. D. B.,	.	.	.	.	.	2 00
Frank, Mrs. Daniel,	.	.	.	.	.	1 00
Freeman, Miss Harriet E.,	.	.	.	.	.	5 00
French, Mrs. John J.,	.	.	.	.	.	1 00
French, Mrs. L. H., Roxbury,	.	.	.	.	.	1 00
Friedman, Mr. S., Roxbury,	.	.	.	.	.	5 00
Frothingham, Miss,	.	.	.	.	.	5 00
Frothingham, Miss Julia W.,	.	.	.	.	.	5 00
Frothingham, Mrs. T. B.,	.	.	.	.	.	5 00
Fuller, Rev. S. R.,	.	.	.	.	.	1 00
Gaffield, Mr. Thomas,	.	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	.	\$1,171 00

<i>Amount brought forward,</i>	.	.	.	.	\$1,171 00
Gardner, Miss Olga E.,	.	.	.	.	5 00
Gardner, Mrs. R. H., Chestnut Hill,	.	.	.	.	2 00
Gaston, Mrs. W.,	.	.	.	.	5 00
Gay, Dr. W. F.,	.	.	.	.	5 00
Goddard, Miss L. W.,	.	.	.	.	2 00
Goddard, Miss Matilda,	.	.	.	.	2 00
Goldthwait, Mr. John,	.	.	.	.	10 00
Goode, Mr. Robert M., Roxbury,	.	.	.	.	2 00
Gooding, Mrs. T. P.,	.	.	.	.	2 00
Goodwin, Mr. Frank,	.	.	.	.	1 00
Goodwin, Mrs. J. C.,	.	.	.	.	2 00
Gorham, Mrs. W. H.,	.	.	.	.	5 00
Grant, Mrs. Robert,	.	.	.	.	1 00
Gray, Mrs. J. C.,	.	.	.	.	5 00
Gray, Mrs. J. H.,	.	.	.	.	5 00
Gray, Mrs. Morris, Chestnut Hill,	.	.	.	.	2 00
Gray, Mrs. S. M., South Boston,	.	.	.	.	2 00
Greeley, Mrs. R. F.,	.	.	.	.	5 00
Greene, Mrs. J. S. Copley,	.	.	.	.	2 00
Grew, Mrs. H. S.,	.	.	.	.	10 00
Grover, Mrs. William,	.	.	.	.	10 00
Guild, Mrs. James, Roxbury,	.	.	.	.	10 00
Hall, Mrs. Anthony D.,	.	.	.	.	1 00
Hall, Mrs. E. R.,	.	.	.	.	2 00
Hall, Mr. G. G.,	.	.	.	.	2 00
Hall, Mrs. Jacob, Jamaica Plain,	.	.	.	.	2 00
Hall, Mrs. M. L.,	.	.	.	.	5 00
Hall, Mr. William F., Brookline,	.	.	.	.	5 00
Hamlin, Miss Helen, Buffalo, N. Y.,	.	.	.	.	2 00
Hapgood, Mr. T. B., Allston,	.	.	.	.	1 00
Harding, Mrs. E.,	.	.	.	.	10 00
Hardy, Mrs. A. H.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,297 00

<i>Amount brought forward,</i>					\$1,297 00
Harrington, Mrs. F. B.,	.	.	.	.	3 00
Harrington, Dr. H. L., Dorchester,	.	.	.	.	2 00
Harrington, Mrs. M. S., Dorchester,	.	.	.	.	1 00
Hart, Mrs. Thomas N.,	.	.	.	.	2 00
Haskell, Mrs. Edwin B., Auburndale,	.	.	.	.	50 00
Hayden, Mrs. C. R.,	.	.	.	.	5 00
Hayden, Mrs. Isaac, Roxbury,	.	.	.	.	5 00
Hayes, Miss Ella,	.	.	.	.	2 00
Hayes, Miss M. G.,	.	.	.	.	1 00
Hayes, Mrs. J. A.,	.	.	.	.	1 00
Hayward, Mrs. J. McLean, Weymouth,	.	.	.	.	1 00
Head, Mrs. Charles,	.	.	.	.	25 00
Healey, Miss Helen,	.	.	.	.	1 00
Heard, Mrs. J. Theodore,	.	.	.	.	5 00
Heath, Mrs. Sarah A.,	.	.	.	.	2 00
Hecht, Mrs.,	.	.	.	.	5 00
Hemenway, Mrs. Alfred,	.	.	.	.	1 00
Hemenway, Mrs. C. P.,	.	.	.	.	10 00
Henshaw, Mrs. Harriet A.,	.	.	.	.	10 00
Herman, Mrs. Joseph M.,	.	.	.	.	2 00
Higginson, Mrs. Henry L.,	.	.	.	.	15 00
Hill, Mrs. A. S.,	.	.	.	.	5 00
Hill, Mrs. S. A.,	.	.	.	.	1 00
Hills, Mrs. E. A.,	.	.	.	.	10 00
Hobbs, Mrs. Warren D.,	.	.	.	.	2 00
Hogg, Mrs. John (since died),	.	.	.	.	5 00
Holbrook, Mrs. Walker,	.	.	.	.	1 00
Hooper, Mrs. F. F.,	.	.	.	.	1 00
Hooper, Mrs. J. R.,	.	.	.	.	2 00
Hooper, Mrs. R. C.,	.	.	.	.	10 00
Horton, Mrs. E. A.,	.	.	.	.	2 00
Horton, Mrs. W. H.,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,495 00

<i>Amount brought forward,</i>	\$1,495 00
Houghton, Miss Elizabeth G.,	10 00
Houghton, Hon. H. O., Cambridge (since died),	5 00
Howe, Mrs. A.,	1 00
Howe, Mrs. Julia Ward,	5 00
Howland, Mrs. O. O.,	25 00
Hubbard, Mrs. Eliot,	10 00
Hudson, Mrs. John E.,	5 00
Hunneman, Miss Elizabeth A., Roxbury,	2 00
Hunneman, Mrs. S. W., Roxbury,	2 00
Hunnewell, Mr. H. H.,	50 00
Hunnewell, Mr. Walter,	10 00
Hutchins, Mrs. Constantine F.,	5 00
Hyde, Mrs. H. D.,	1 00
Inches, Mrs. C. E.,	1 00
Jackson, Miss E.,	3 00
Jackson, Mrs. J. B. S.,	5 00
James, Mrs. John W.,	10 00
Jelly, Dr. George F.,	10 00
Jewett, Miss Annie,	4 00
Jewett, Miss S. O., South Berwick, Me.,	5 00
Johnson, Mrs. Edward,	2 00
Johnson, The Misses,	20 00
Jones, Mrs. B. M.,	2 00
Jones, Mrs. Charles H.,	5 00
Jones, Miss Ellen M.,	10 00
Jones, Mrs. Jerome, Brookline,	10 00
Jordan, Mrs. Eben D.,	5 00
Josselyn, Mrs. A. S.,	5 00
Joy, Mrs. Charles H.,	20 00
Kaffanburgh, Mrs. I., Brookline,	5 00
Keane, Mr. M., Jamaica Plain,	2 00
Kellen, Mrs. William V., Jamaica Plain,	50 00
<i>Amount carried forward,</i>	\$1,800 00

<i>Amount brought forward,</i>	.	.	.	.	\$1,800 00
Kendrick, Mr. James R.,	.	.	.	.	10 00
Kenerson, Mr. Austin H., Roxbury,	.	.	.	.	1 00
Kennard, Mrs. Charles W.,	.	.	.	.	1 00
Kent, Mr. Prentiss M.,	.	.	.	.	5 00
Kettle, Mrs. C. L.,	.	.	.	.	1 00
Kidder, Mrs. Henry P., Milton,	.	.	.	.	5 00
Kidner, Mrs.,	.	.	.	.	2 00
Kimball, Mr. Edward P., Malden,	.	.	.	.	10 00
Kimball, Mrs. D. P.,	.	.	.	.	25 00
Kimball, Miss S.,	.	.	.	.	2 00
Kimball, Mrs. S. H., Jamaica Plain,	.	.	.	.	5 00
King, Mrs. D. Webster,	.	.	.	.	2 00
Klumpke, Miss A. E.,	.	.	.	.	3 00
Lamb, Mrs. S. T., Brookline,	.	.	.	.	2 00
Lawrence, Mr. C. R., Brookline,	.	.	.	.	5 00
Lee, Mrs. George C.,	.	.	.	.	10 00
Leighton, Mrs. John W.,	.	.	.	.	5 00
Leland, Mrs. Lester,	.	.	.	.	1 00
Leonard, Miss Edith G.,	.	.	.	.	1 00
Lincoln, Mr. W. H., Brookline,	.	.	.	.	5 00
Livermore, Mr. Thomas L., Jamaica Plain,	.	.	.	.	5 00
Lockwood, Mrs. Rhodes,	.	.	.	.	1 00
Lonsdale, Mrs. E.,	.	.	.	.	1 00
Loring, The Misses,	.	.	.	.	5 00
Loring, Mrs. W. C.,	.	.	.	.	25 00
Lothrop, Mrs. Thornton K.,	.	.	.	.	10 00
Loud, Miss,	.	.	.	.	2 00
Lougee, Miss Susan C.,	.	.	.	.	5 00
Lovering, Mrs. C. T.,	.	.	.	.	10 00
Lovett, Mr. A., Brookline,	.	.	.	.	5 00
Lowell, Mrs. Charles,	.	.	.	.	5 00
Lowell, Mrs. E. J.,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$1,980 00

<i>Amount brought forward,</i>	\$1,980 00
Lowell, Mrs. John,	5 00
Lowell, Mrs. John, Jr., Chestnut Hill,	5 00
Lyman, Mrs. J., Brookline,	5 00
Mackintosh, Mrs. W. H., Roxbury,	1 00
Mandell, Mrs. S. P.,	2 00
Mansfield, Mrs. George S., Malden,	5 00
Marsh, Miss Sarah A., Hingham,	25 00
Marshall, Mrs. J. K., Brookline,	2 00
Mason, Mrs. S. E.,	1 00
Matthews, Miss A. B.,	1 00
Matthews, Miss Alice M. C.,	1 00
Maynard, Mr. C. H., Longwood,	5 00
Mead, Mrs. S. R.,	10 00
Means, Mr. Robert L., Jamaica Plain,	10 00
Meredith, Mrs. J. H.,	5 00
Merriam, Mrs. Charles,	5 00
Merrill, Miss F. S., Roxbury,	1 00
Merrill, Mrs. J. Warren,	10 00
Metcalf, Mr. R. C., Roxbury,	2 00
Meyer, Mrs. George A.,	10 00
Mixter, Mrs.,	1 00
Mixter, Miss,	1 00
Morison, Mrs.,	2 00
Morison, Mrs. J. H.,	1 00
Morrill, Miss Annie W.,	5 00
Morrill, Miss Fannie E.,	3 00
Morrill, Mrs. F. Gordon,	2 00
Morse, Dr. Edward G., Roxbury,	5 00
Morse, Mr. J. T.,	5 00
Morse, Mrs. Nathan,	2 00
Morss, Mr. Anthony S., Charlestown,	5 00
Moseley, Miss E. F.,	5 00
<i>Amount carried forward,</i>	\$2,128 00

<i>Amount brought forward,</i>	.	.	.	.	\$2,128 00
Motte, Mrs. Ellis L.,	.	.	.	.	2 00
Nash, Mrs. G. W.,	.	.	.	.	1 00
Nazro, Mr. F. H., Roxbury,	.	.	.	.	2 00
Nazro, Miss Mary W., Roxbury,	.	.	.	.	2 00
Neal, Mrs. George B., Charlestown (since died),	.	.	.	.	1 00
Neal, Miss, Charlestown,	.	.	.	.	1 00
Newell, Mrs. James W., Roxbury,	.	.	.	.	1 00
Newell, Mrs. M. A., Roxbury,	.	.	.	.	5 00
Newman, Mrs. George H.,	.	.	.	.	2 00
Nichols, Mrs. F. S.,	.	.	.	.	5 00
Norcross, Miss Laura,	.	.	.	.	10 00
Norcross, Mrs. Otis,	.	.	.	.	5 00
Norcross, Mrs. Otis, Jr.,	.	.	.	.	5 00
Norton, Mrs. Frank L.,	.	.	.	.	5 00
Oppenheimer, Mrs. Laura, Cambridge,	.	.	.	.	2 00
Osborn, Mrs. Anna F., Pittsfield, Me.,	.	.	.	.	1 00
Osborne, Mrs. J. R.,	.	.	.	.	2 00
Otis, Mrs. W. J.,	.	.	.	.	5 00
Page, Mrs. Calvin G., Chestnut Hill,	.	.	.	.	1 00
Paine, Mrs. R. T.,	.	.	.	.	10 00
Palfrey, Mrs.,	.	.	.	.	20 00
Palfrey, Miss C., Cambridge,	.	.	.	.	2 00
Parker, Mrs. Charles W.,	.	.	.	.	5 00
Parker, Mrs. William L.,	.	.	.	.	5 00
Parkinson, Mrs. John,	.	.	.	.	5 00
Parsons, The Misses, Roxbury,	.	.	.	.	5 00
Parsons, Mrs. William and Miss,	.	.	.	.	5 00
Peabody, Mrs. Anna P.,	.	.	.	.	5 00
Peabody, Mr. F. H.,	.	.	.	.	10 00
Peabody, Mrs. Oliver W.,	.	.	.	.	5 00
Peirson, Mrs. Charles L.,	.	.	.	.	10 00
Penfield, Mrs. James A.,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,275 00

<i>Amount brought forward,</i>	.	.	.	.	\$2,275 00
Perry, Mrs. C. N., Roxbury,	.	.	.	.	5 00
Peters, Mr. Edward D.,	.	.	.	.	10 00
Pfaff, Mrs. Jacob,	.	.	.	.	10 00
Philbrick, Mrs. E. S., Brookline,	.	.	.	.	3 00
Phillips, Mrs. John C.,	.	.	.	.	25 00
Phipps, Mrs. John A.,	.	.	.	.	25 00
Pickman, Mrs. W. D.,	.	.	.	.	10 00
Pierce, Mr. Phineas,	.	.	.	.	5 00
Pillsbury, Miss Elsie G.,	.	.	.	.	1 00
Pitts, Mrs. Charles H.,	.	.	.	.	5 00
Poor, Mrs. Charles C.,	.	.	.	.	1 00
Pope, Mrs. A. A.,	.	.	.	.	25 00
Pope, Drs. E. F. and C. A.,	.	.	.	.	2 00
Porteous, Mrs. John,	.	.	.	.	4 00
Porteous, Miss M. F.,	.	.	.	.	1 00
Potter, Mrs. Warren B.,	.	.	.	.	100 00
Poulsson, Miss Emilie,	.	.	.	.	1 00
Poulsson, Miss Laura E.,	.	.	.	.	1 00
Powars, Miss Mary A.,	.	.	.	.	1 00
Powell, Mrs. M. J., Roxbury,	.	.	.	.	1 00
Prang, Mr. Louis,	.	.	.	.	10 00
Prendergast, Mr. James,	.	.	.	.	10 00
Prince, Mrs. J. T., Jr., Ottawa, Can.,	.	.	.	.	1 00
Proctor, Mrs. H. H.,	.	.	.	.	2 00
Putnam, Mrs. J. P.,	.	.	.	.	5 00
Quincy, Mrs. C. F., Chicago, Ill.,	.	.	.	.	2 00
Quincy, Mrs. H. P.,	.	.	.	.	5 00
Ranney, Mr. Fletcher, Brookline,	.	.	.	.	5 00
Rantoul, Miss H. L., Beverly,	.	.	.	.	1 00
Raymond, Mrs. Henry E., Brookline,	.	.	.	.	5 00
Reber, Mrs. John, Longwood,	.	.	.	.	1 00
Reed, Mrs. G. F. T., Jamaica Plain,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,568 00

<i>Amount brought forward,</i>	.	.	.	.	\$2,568 00
Reed, Mrs. William H.,	.	.	.	.	5 00
Revere, Mrs. Paul J.,	.	.	.	.	1 00
Rice, Mr. David, Jamaica Plain,	.	.	.	.	10 00
Rice, Mrs. David, Jamaica Plain,	.	.	.	.	10 00
Rice, Mrs. David H., Brookline,	.	.	.	.	2 00
Rice, Mrs. Henry A.,	.	.	.	.	5 00
Rice, Mrs. N. W.,	.	.	.	.	5 00
Richards, Miss A.,	.	.	.	.	20 00
Richards, Mrs. Dexter N., Brookline,	.	.	.	.	10 00
Richards, Mrs. W. D.,	.	.	.	.	2 00
Richardson, Mrs. Spencer W.,	.	.	.	.	5 00
Richardson, Mrs. Thomas O.,	.	.	.	.	2 00
Ridgway, Miss H. B.,	.	.	.	.	1 00
Robbins, Mrs. R.,	.	.	.	.	5 00
Robinson, Mrs. Henry H., Brookline,	.	.	.	.	2 00
Rodman, Mr. S. W.,	.	.	.	.	10 00
Rogers, Miss Clara B.,	.	.	.	.	1 00
Rogers, Mrs. George H., Roxbury,	.	.	.	.	2 00
Rogers, Mrs. Henry M.,	.	.	.	.	5 00
Rogers, Mrs. Jacob C.,	.	.	.	.	5 00
Rogers, Mrs. J. P.,	.	.	.	.	5 00
Rogers, Miss Kate,	.	.	.	.	1 00
Rogers, Miss S. S., Milton,	.	.	.	.	5 00
Rogers, Mrs. William B.,	.	.	.	.	3 00
Rotch, Miss Edith,	.	.	.	.	5 00
Rotch, Mrs. T. M.,	.	.	.	.	2 00
Rothwell, Mr. W. H., Longwood,	.	.	.	.	5 00
Rust, Mrs. Nathaniel J.,	.	.	.	.	2 00
Sabine, Mrs. G. K., Brookline,	.	.	.	.	1 00
Saltonstall, Mrs. Henry,	.	.	.	.	10 00
Sampson, Mrs. Edwin H.,	.	.	.	.	2 00
Sampson, Mr. George, Roxbury,	.	.	.	.	10 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,727 00

<i>Amount brought forward,</i>	.	.	.	.	\$2,727 00
Sampson, Miss H. H.,	.	.	.	.	1 00
Sampson, Mrs. O. H.,	.	.	.	.	5 00
Sargent, Mrs. Winthrop,	.	.	.	.	50 00
Scaife, Miss Helen,	.	.	.	.	2 00
Schwarz, Mrs. Louis B., Brookline,	.	.	.	.	1 00
Sears, Mrs. A. P., Brookline,	.	.	.	.	1 00
Sears, Mr. Frederick R.,	.	.	.	.	25 00
Sears, Mrs. K. W.,	.	.	.	.	5 00
Sears, Mrs. P. H.,	.	.	.	.	10 00
Sears, Mrs. Zenas,	.	.	.	.	1 00
Sharpe, Mr. Lucian, Providence, R. I.,	.	.	.	.	10 00
Shattuck, Mrs. G. O.,	.	.	.	.	5 00
Shaw, Mrs. B. S.,	.	.	.	.	5 00
Shaw, Mrs. George R.,	.	.	.	.	1 00
Shaw, Mrs. H. R.,	.	.	.	.	10 00
Shaw, Mrs. J. O., Jr.,	.	.	.	.	5 00
Shaw, Mrs. Robert G.,	.	.	.	.	5 00
Shepard, Mr. O. A., Brookline,	.	.	.	.	3 00
Shepherd, Mrs. T. P., Providence, R. I.,	.	.	.	.	25 00
Shinkle, Miss Camilla H., Covington, Ky.,	.	.	.	.	5 00
Sigourney, Mr. Henry,	.	.	.	.	10 00
Simpkins, Miss Mary W., Jamaica Plain,	.	.	.	.	5 00
Simpson, Miss F. W.,	.	.	.	.	3 00
Skinner, Mrs. F.,	.	.	.	.	5 00
Skinner, Mrs. Lucian,	.	.	.	.	1 00
Slocum, Mrs. William H., Jamaica Plain,	.	.	.	.	10 00
Smith, Miss Annie E., Roxbury,	.	.	.	.	2 00
Smith, Mr. Azariah, Roxbury,	.	.	.	.	2 00
Smith, Mr. B. F.,	.	.	.	.	5 00
Smith, Mrs. Samuel,	.	.	.	.	5 00
Sorchan, Mrs. Victor,	.	.	.	.	10 00
Sorens, Miss E., Roxbury,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$2,962 00

<i>Amount brought forward,</i>	.	.	.	.	\$2,962 00
Sorens, Miss G., Roxbury,	.	.	.	.	1 00
Sorens, Mr. J. H., Roxbury,	.	.	.	.	5 00
Sowdon, Mr. A. J. C.,	.	.	.	.	10 00
Sprague, Dr. Francis P.,	.	.	.	.	10 00
Stack, Mrs. James H., Brookline,	.	.	.	.	1 00
Stadtmitter, Mrs. F., Jamaica Plain,	.	.	.	.	5 00
Stantial, Mrs. S. F.,	.	.	.	.	2 00
Stearns, Mrs. R. H.,	.	.	.	.	5 00
Steese, Mr. E., Brookline,	.	.	.	.	5 00
Steinert, Mrs. Alex.,	.	.	.	.	3 00
Stetson, Miss,	.	.	.	.	3 00
Stone, Mrs. Edwin P., Brookline,	.	.	.	.	5 00
Stone, Mrs. F.,	.	.	.	.	20 00
Storer, The Misses,	.	.	.	.	4 00
Storrs, Mrs. E. K., Brookline,	.	.	.	.	10 00
Story, Mrs. George O.,	.	.	.	.	1 00
Stratton, Mrs. Charles E.,	.	.	.	.	5 00
Stratton, Mrs. Solomon P.,	.	.	.	.	5 00
Stuart, Mrs. Willoughby Herbert,	.	.	.	.	2 00
Sturgis, Mrs. John H.,	.	.	.	.	5 00
Sturgis, Mrs. Robert S.,	.	.	.	.	3 00
Swain, Mrs. John, Stockbridge,	.	.	.	.	5 00
Swan, Miss E. B., Dorchester,	.	.	.	.	5 00
Swan, Mrs. Robert, Dorchester,	.	.	.	.	10 00
Sweetser, Mrs. A. L.,	.	.	.	.	10 00
Sweetser, Mrs. Frank E.,	.	.	.	.	5 00
Sweetser, Mrs. Isaac,	.	.	.	.	10 00
Sweetser, Miss Ida E.,	.	.	.	.	10 00
Sweetser, Mr. I. Homer,	.	.	.	.	10 00
Swift, Mrs. E. C.,	.	.	.	.	20 00
Symonds, Miss Lucy Harris,	.	.	.	.	5 00
Taber, Mrs. Harriette B., Cambridge,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,163 00

<i>Amount brought forward,</i>	.	.	.	.	\$3,163 00
Talbot, Mrs. Thomas, North Billerica,	.	.	.	.	25 00
Tappan, Miss M. A., Lenox,	.	.	.	.	15 00
Taylor, Mrs. E. B.,	.	.	.	.	5 00
Thayer, Miss A. G.,	.	.	.	.	10 00
Thayer, Mrs. Charles E.,	.	.	.	.	2 00
Thayer, Mrs. Harriet L.,	.	.	.	.	3 00
Thayer, Miss H. L.,	.	.	.	.	5 00
Thomas, Miss C. C.,	.	.	.	.	2 00
Thorndike, Mrs. A.,	.	.	.	.	5 00
Tilton, Mrs. Joseph B.,	.	.	.	.	5 00
Tilton, Mrs. William S., Newtonville,	.	.	.	.	2 00
Townsend, Mrs. Thomas,	.	.	.	.	1 00
Tucker, Mrs. J. Alfred, Newton,	.	.	.	.	1 00
Tucker, Mrs. W. A.,	.	.	.	.	2 00
Tuckerman, Mrs. C. S., Salem,	.	.	.	.	2 00
Turner, Miss Alice M., Randolph,	.	.	.	.	25 00
Turner, Mrs. Alfred T. (since died),	.	.	.	.	4 00
Tyler, Mrs. D. S., Lexington,	.	.	.	.	5 00
Tyler, Mr. E. R.,	.	.	.	.	5 00
Urbino, Mr. S. R., Auburndale,	.	.	.	.	2 00
Van Heusen, Mrs. T. V., Albany, N. Y.,	.	.	.	.	2 00
Vickery, Mrs. Herman F.,	.	.	.	.	5 00
Vorse, Rev. Albert Buel, Wellesley Hills,	.	.	.	.	1 00
Vose, Miss Florence P., Brookline,	.	.	.	.	2 00
Vose, Mr. Frank T., Jamaica Plain,	.	.	.	.	5 00
Wadsworth, Mrs. A. F.,	.	.	.	.	5 00
Wadsworth, Mrs. O. F.,	.	.	.	.	3 00
Wainwright, Miss R. P.,	.	.	.	.	10 00
Waldo, Mr. Clarence H., Brookline,	.	.	.	.	1 00
Wales, Mrs. George W.,	.	.	.	.	5 00
Walker, Mr. Edward C. R., Roxbury,	.	.	.	.	10 00
Walker, Mrs. F. A.,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,343 00

<i>Amount brought forward,</i>	.	.	.	.	\$3,343 00
Walker, Mrs. Nathaniel U., Brookline,	.	.	.	.	1 00
Walker, Mrs. J. Albert,	.	.	.	.	2 00
Walley, Mrs. W. P.,	.	.	.	.	1 00
Ward, Mrs. Henry V.,	.	.	.	.	5 00
Ward, The Misses,	.	.	.	.	5 00
Ware, Miss Annie S., Cambridge,	.	.	.	.	5 00
Ware, Mrs. Charles E.,	.	.	.	.	25 00
Ware, Miss C. L., Cambridge,	.	.	.	.	5 00
Ware, Miss Harriot, Brookline,	.	.	.	.	2 00
Warren, Miss Annie C.,	.	.	.	.	1 00
Warren, Mrs. Frederick,	.	.	.	.	5 00
Warren, Mrs. J. S.,	.	.	.	.	5 00
Warren, Mrs. William W.,	.	.	.	.	25 00
Webb, Mrs. S. P., Brookline,	.	.	.	.	2 00
Webster, Mrs. F. G.,	.	.	.	.	5 00
Weeks, Mrs. A. G.,	.	.	.	.	2 00
Weld, Mrs. William F.,	.	.	.	.	20 00
Weld, Mrs. William F.,	.	.	.	.	50 00
Wesselhoeft, Mrs. M.,	.	.	.	.	3 00
Wesselhoeft, Mrs. William P.,	.	.	.	.	5 00
Weston, Mrs. H. C.,	.	.	.	.	10 00
Wetherbee, Miss Helen,	.	.	.	.	1 00
Wheelwright, Mrs. G. W., Jamaica Plain,	.	.	.	.	10 00
Wheelwright, Mrs. J. W.,	.	.	.	.	10 00
Wheelwright, The Misses,	.	.	.	.	2 00
Whipple, Mrs. J. Reed,	.	.	.	.	10 00
Whitcomb, Mrs. Austin F., Jamaica Plain,	.	.	.	.	2 00
White, Mrs. C. F., and The Misses White,	.	.	.	.	3 00
White, Mr. George A.,	.	.	.	.	10 00
White, Mrs. Joseph H., Brookline,	.	.	.	.	2 00
Whitney, Mr. E. F.,	.	.	.	.	10 00
Whitney, Mrs. George,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$3,589 00

<i>Amount brought forward,</i>	.	.	.	.	\$3,589 00
Whitney, Mrs. H. A.,	.	.	.	.	5 00
Whitmore, Mrs. C. O.,	.	.	.	.	5 00
Whitwell, Mrs. F. A.,	.	.	.	.	5 00
Wigglesworth, Miss Anna C.,	.	.	.	.	1 00
Willard, Mrs. A. R.,	.	.	.	.	5 00
Willard, Miss E. G.,	.	.	.	.	1 00
Willcutt, Mr. Levi L., Longwood,	.	.	.	.	10 00
Williams, Miss A. C., Roxbury,	.	.	.	.	10 00
Williams, Mrs. Harriet C.,	.	.	.	.	25 00
Williams, Mrs. Jeremiah,	.	.	.	.	1 00
Williams, Mrs. T. B.,	.	.	.	.	5 00
Williams, The Misses,	.	.	.	.	2 00
Williams, Mr. Moses, Brookline,	.	.	.	.	5 00
Wilson, Mrs. W. P.,	.	.	.	.	2 00
Winslow, Mrs. George M.,	.	.	.	.	2 00
Winslow, Miss Helen M., West Roxbury,	.	.	.	.	1 00
Winsor, Mrs. Ernest, Chestnut Hill,	.	.	.	.	1 00
Wolcott, Mrs. J. Huntington,	.	.	.	.	10 00
Wolcott, Mrs. Roger,	.	.	.	.	5 00
Woodworth, Mrs. A. S.,	.	.	.	.	10 00
Wright, Miss M. A.,	.	.	.	.	5 00
Wright, Mrs. Mary E.,	5 00
Young, Mrs. Benjamin L., Auburndale,	10 00
Young, Miss Lucy, Groton,	1 00
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					\$3,721 00

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Miss Anne W.,	\$25 00
Abbot, in memory of Mrs. Kate L.,	5 00
Abbott, Mrs. Martha T.,	10 00
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<i>Amount carried forward,</i>	\$40 00

<i>Amount brought forward,</i>	\$40 00
A friend,	10 00
A friend,	10 00
Ames, Mrs. James B.,	.	.	.	.	5 00
Bartlett, Mrs. John,	.	.	.	.	1 00
Batchelder, Mrs. J. M.,	.	.	.	.	5 00
Beard, Mrs. Edward L.,	.	.	.	.	1 00
Brooks, Mrs. Martha W.,	.	.	.	.	5 00
Buttrick, Miss Anna,	.	.	.	.	1 00
Cary, The Misses,	.	.	.	.	5 00
Chandler, Miss C. M.,	.	.	.	.	1 00
Chapman, Mrs. Lucy A.,	.	.	.	.	2 00
Child, Miss H. M.,	.	.	.	.	2 00
Cooke, Mrs. J. P.,	.	.	.	.	10 00
Croswell, Miss M. C.,	.	.	.	.	1 00
Cushman, Miss Edith,	.	.	.	.	1 00
Dana, Mrs. R. H., Jr.,	.	.	.	.	5 00
Dana, Miss Sarah W.,	.	.	.	.	5 00
Deane, Mrs. Charles,	.	.	.	.	2 00
Dodge, Mrs. Lucy S.,	.	.	.	.	10 00
Dodge, Mrs. S. B.,	.	.	.	.	1 00
Eustis, Mrs. Frank,	.	.	.	.	1 00
Everett, Mr. E.,	.	.	.	.	25 00
Everett, Mr. W. A.,	.	.	.	.	10 00
Fiske, Mrs. James C.,	.	.	.	.	25 00
Foote, Miss Mary B.,	.	.	.	.	5 00
Foster, Mrs. Francis C.,	.	.	.	.	100 00
From friends,	.	.	.	.	57 00
Gale, Mrs. J. E.,	.	.	.	.	5 00
Gilman, Mrs. Arthur,	.	.	.	.	5 00
Goodwin, Miss A. M.,	.	.	.	.	5 00
Goodwin, Mrs. Hersey,	.	.	.	.	3 00
Goodwin, Mrs. W. W.,	.	.	.	.	5 00
<i>Amount carried forward,</i>	.	.	.	.	\$369 00

<i>Amount brought forward,</i>	.	.	.	.	\$369 00
Greenleaf, Mrs. James,	.	.	.	.	100 00
Greenough, Mrs. Henry,	.	.	.	.	2 00
Harris, Miss Charlotte M.,	.	.	.	.	1 00
Hedge, Miss Charlotte A.,	.	.	.	.	5 00
Henchman, Miss A. P.,	.	.	.	.	5 00
Hooper, Mr. E. W.,	.	.	.	.	25 00
Jones, Mrs. L. S. (since died),	.	.	.	.	1 00
Kettell, Mrs. Charles W.,	.	.	.	.	3 00
King, Mrs. W. B.,	.	.	.	.	5 00
Lamb, Mrs. George,	.	.	.	.	5 00
Lawrence, Mrs. William,	.	.	.	.	5 00
Lyon, Mrs. Tosca,	.	.	.	.	2 00
Norton, The Misses,	.	.	.	.	10 00
Page, Miss Abby S., and family,	.	.	.	.	4 00
Paine, Miss J. W.,	.	.	.	.	5 00
Palfrey, The Misses,	.	.	.	.	5 00
Peabody, Miss Mary,	.	.	.	.	2 00
Pickering, Mr. Edward C.,	.	.	.	.	5 00
Richards, Mrs. J. R.,	.	.	.	.	2 00
Richards, Mrs. R. A.,	.	.	.	.	1 00
Richards, Mr. R. F.,	.	.	.	.	1 00
Richardson, Mrs. W. T.,	.	.	.	.	5 00
Saville, Mrs.,	.	.	.	.	1 00
Sedgwick, Miss Theodora,	.	.	.	.	5 00
Sharples, Mrs. Stephen P.,	.	.	.	.	1 00
Smith, Mrs. Horatio,	.	.	.	.	2 00
Spelman, Mrs. J. M.,	.	.	.	.	5 00
Stone, Mrs. J. S.,	.	.	.	.	5 00
Stoughton, Mrs.,	.	.	.	.	5 00
Swan, Mrs. S. H.,	.	.	.	.	5 00
Thayer, Mrs. J. B.,	.	.	.	.	1 00
Thayer, Mrs. J. H.,	.	.	.	.	2 00
<i>Amount carried forward,</i>	.	.	.	.	\$600 00

<i>Amount brought forward,</i>	.	.	.	.	\$600 00
Thorp, Mrs. J. G.,	.	.	.	.	10 00
Vaughan, Mrs. Benjamin,	.	.	.	.	10 00
White, Mrs. Gardiner,	.	.	.	.	5 00
White, Mrs. Moses,	.	.	.	.	5 00
Whitman, Mrs. Ephraim P.,	.	.	.	.	10 00
Whittemore, Mrs. G. W.,	.	.	.	.	2 00
Whittemore, Mrs. F. W.,	.	.	.	.	5 00
Willson, Mrs. Robert W.,	5 00
Winlock, Mrs. Joseph,	1 00
Wood, Mrs. Edward S.,	2 00
Woodman, Mrs. C. F.,	25 00
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					\$680 00

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Anonymous, . . . ;	\$5 00
Allen, Mrs. Thomas J.,	1 00
Atherton, Mrs. Samuel,	.	.	.	.	1 00
Austin, Mrs. William R.,	.	.	.	.	2 00
Badlam, Mrs. W. H.,	.	.	.	.	1 00
Barnard, Mrs. C. F.,	.	.	.	.	1 00
Bartlett, Mrs. S. E., Boston,	.	.	.	.	1 00
Bates, Mrs. George C., Brookline,	.	.	.	.	1 00
Bean, Mrs. J. Henry,	.	.	.	.	1 00
Bockus, Mrs.,	.	.	.	.	1 00
Boyle, Mrs. N. D.,	.	.	.	.	1 00
Bradford, Mrs. Martha L.,	.	.	.	.	2 00
Brigham, Mrs. Frank E.,	1 00
Burdett, Mrs. C. A.,	1 00
Burt, Mr. Edward N.,	1 00
Callender, Mrs. Henry,	1 00
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<i>Amount carried forward,</i>	\$22 00

<i>Amount brought forward,</i>	\$22 00
Callender, Miss,	1 00
Capen, Mrs. Nahum,	.	.	.	.	1 00
Carruth, Mrs. Nathan,	.	.	.	.	1 00
Clapp, Mrs. Asahel,	.	.	.	.	1 00
Clark, Mrs. W. R., Jr.,	.	.	.	.	1 00
Churchill, Mrs. J. R.,	.	.	.	.	1 00
Davis, Miss Katherine F.,	.	.	.	.	1 00
Dillaway, Mrs. C. O. L.,	.	.	.	.	1 00
Dolan, Miss,	.	.	.	.	1 00
Downer, Mrs. Samuel,	.	.	.	.	5 00
Eddy, Mrs. Otis,	.	.	.	.	2 00
Eliot, Mrs. C. R.,	.	.	.	.	2 00
Estabrooks, Miss Emma,	.	.	.	.	1 00
Everett, Mrs. William B.,	.	.	.	.	1 00
Fay, Mrs. M. C. Talbot,	.	.	.	.	2 00
Forrest, Mrs. R. M.,	.	.	.	.	1 00
Frothingham, The Misses (not annual),	.	.	.	.	2 00
Galvin, Mrs. J. M.,	.	.	.	.	2 00
Gray, Mrs. W. H.,	.	.	.	.	2 00
Harriman, Mrs. H. P.,	.	.	.	.	1 00
Hawkes, Mrs. S. L., Mattapan,	.	.	.	.	1 00
Hayes, Mrs. W. L.,	.	.	.	.	1 00
Hearsey, Mrs. E. H. (since died),	.	.	.	.	1 00
Hearsey, Miss Sarah E.,	.	.	.	.	1 00
Howland, Mrs. H. F.,	.	.	.	.	5 00
Hoyt, Mrs. Harris G.,	.	.	.	.	1 00
Humphreys, Mrs. R. C.,	.	.	.	.	1 00
Joyslin, Mrs. L. B., South Boston,	.	.	.	.	1 00
King, Miss S. Frank,	.	.	.	.	1 00
Lee, Mrs. Luther M.,	.	.	.	.	1 00
Lowney, Mrs. W. H.,	.	.	.	.	1 00
Martin, Mrs. A. P.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$68 00

<i>Amount brought forward,</i>	.	.	.	.	\$68 00
Moore, Mrs. L. M.,	.	.	.	.	1 00
Mosely, Mrs. F. C.,	.	.	.	.	1 00
Mosely, Master Fred R.,	.	.	.	.	1 00
Nash, Mrs. Edward, Boston,	.	.	.	.	1 00
Newhall, Mrs. B. S., Salem,	.	.	.	.	1 00
Nichols, Mrs. S. W.,	.	.	.	.	5 00
Nightingale, Mrs. C.,	.	.	.	.	1 00
Noble, Mrs. Henry C.,	.	.	.	.	2 00
North, Mrs. F. O.,	.	.	.	.	1 00
Noyes, Miss Mary E.,	.	.	.	.	1 00
Orcutt, Mrs. Hiram,	.	.	.	.	1 00
Peabody, Mrs. Charles K.,	.	.	.	.	1 00
Phillips, Mrs. John G.,	.	.	.	.	1 00
Phillips, Miss M. H.,	.	.	.	.	1 00
Pierce, Mrs. S. S., Boston (since died),	.	.	.	.	1 00
Pierce, Miss, Boston,	.	.	.	.	1 00
Pratt, Mrs. Laban,	.	.	.	.	1 00
Rankin, Mrs. James,	.	.	.	.	1 00
Rhodes, Mrs. T. M.,	.	.	.	.	1 00
Robinson, Mrs. H. D.,	.	.	.	.	1 00
Ruggles, Mrs. Fred,	.	.	.	.	1 00
Ruggles, Miss,	.	.	.	.	1 00
Ryan, Mrs. George P.,	.	.	.	.	1 00
Sayward, Mrs. W. H.,	.	.	.	.	2 00
Schlotterbeck, Frau,	.	.	.	.	1 00
Sewall, Mrs. George P.,	.	.	.	.	1 00
Shaw, Mrs. William,	.	.	.	.	1 00
Smith, Miss H. J.,	.	.	.	.	1 00
Stearns, Mrs. Albert H.,	.	.	.	.	1 00
Stearns, Master A. Maynard,	.	.	.	.	1 00
Stearns, Master Henry D.,	.	.	.	.	1 00
Stearns, Master A. T., 2d,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$106 00

<i>Amount brought forward,</i>	.	.	.	.	.	\$106 00
Stearns, Katherine,	.	.	.	.	.	1 00
Stearns, Mrs. Fred P.,	.	.	.	.	.	2 00
Streeter, Mrs. C. H.,	.	.	.	.	.	1 00
Swan, Miss M. E., Roxbury,	.	.	.	.	.	1 00
Tanner, Mrs. John A.,	.	.	.	.	.	1 00
Thacher, Mrs. Charles A.,	.	.	.	.	.	2 00
Thacher, Miss M. H.,	.	.	.	.	.	1 00
Thacher, Mrs. A. C.,	.	.	.	.	.	1 00
Thacher, Miss Elizabeth M.,	.	.	.	.	.	1 00
Torrey, Mrs. Elbridge,	.	.	.	.	.	10 00
Vinson, The Misses,	.	.	.	.	.	2 00
Waite, Mrs. W. G.,	.	.	.	.	.	1 00
Whiton, Mrs. Royal,	.	.	.	.	.	1 00
Whitten, Mrs. Charles V.,	.	.	.	.	.	2 00
Willard, Mrs. L. P.,	.	.	.	.	.	1 00
Willard, Miss,	.	.	.	.	.	1 00
Wood, Mrs. W. A.,	.	.	.	.	.	1 00
Wood, Mr. Frank,	.	.	.	.	.	5 00
Wood, Mrs. Frank,	5 00
Woodman, Mrs. George,	1 00
Woodberry, Miss,	1 00
Wright, Mr. Chandler,	2 00
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						\$150 00

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss A. W.,	\$1 00
Barnard, Mrs. G. M.,	1 00
Beck, Mrs. Gideon,	1 00
Breck, Mrs. C. E. C.,	1 00
Brewer, Mrs. Joseph,	1 00
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<i>Amount carried forward,</i>	\$5 00

<i>Amount brought forward,</i>	\$5 00
Brooks, Mrs. Edward, Hyde Park,	1 00
Briggs, Miss S. E.,	.	.	.	.	1 00
Barrey, Miss Martha,	.	.	.	.	1 00
Channing, Miss,	.	.	.	.	1 00
Clum, Mrs. A. B.,	.	.	.	.	1 00
Cunningham, Mrs. Caleb,	.	.	.	.	1 00
Dow, Miss J. F.,	.	.	.	.	2 50
Dow, Miss L. A.,	.	.	.	.	2 50
Draper, Mrs. A. W.,	.	.	.	.	1 00
Emerson, Mrs. W. R.,	.	.	.	.	1 00
Field, Mrs. E. E. V.,	.	.	.	.	1 00
Fletcher, Mrs. George A.,	.	.	.	.	1 00
Forbes, Mrs. J. Murray,	.	.	.	.	5 00
Glover, Mrs. R. T.,	.	.	.	.	1 00
Gilmore, Miss M. E., North Easton,	.	.	.	.	1 00
Gilbert, Mrs. H. J.,	.	.	.	.	1 00
Gray, Mrs. William,	.	.	.	.	2 00
Greene, Mrs. J. S.,	.	.	.	.	1 00
Hemenway, Mrs. Augustus, Readville,	.	.	.	.	25 00
Hicks, Miss Josephine, Mattapan,	.	.	.	.	1 00
Hinckley, Miss Mary, Mattapan,	.	.	.	.	1 00
Hollingsworth, Mrs. Amor,	.	.	.	.	3 00
Hollingsworth, Mrs. P. R., Mattapan,	.	.	.	.	5 00
Jaques, Mrs. Francis,	.	.	.	.	2 00
Jaques, Miss Helen L.,	.	.	.	.	2 00
Ladd, Mrs. W. J.,	.	.	.	.	2 00
Loring, Mrs. Elisha,	.	.	.	.	2 00
Loring, Miss Edith,	.	.	.	.	2 00
Mackintosh, Mrs.,	.	.	.	.	1 00
Morton, Miss S. B.,	.	.	.	.	1 00
Morse, Mrs. Samuel,	.	.	.	.	1 00
Payson, Mrs.,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$80 00

<i>Amount brought forward,</i>	.	.	.	.	\$80 00
Perkins, Mrs. Charles E.,	.	.	.	.	5 00
Pierce, Mrs. M. V.,	.	.	.	.	1 00
Pierce, Mrs. W. L.,	.	.	.	.	1 00
Pierce, Mr. Walworth,	.	.	.	.	1 00
Richardson, Miss S. H.,	.	.	.	.	1 00
Richardson, Miss N ,	.	.	.	.	1 00
Roberts, Mrs. R. H.,	.	.	.	.	1 00
Roberts, Mrs. Rachel,	.	.	.	.	1 00
Rotch, Miss Johanna,	.	.	.	.	1 00
Safford, Mrs. N. F.,	.	.	.	.	1 00
Tilden, Mrs. George,	.	.	.	.	2 00
Tilden, Mrs. William P.,	.	.	.	.	1 00
Tileston, Mrs. J. B., Mattapan,	.	.	.	.	5 00
Tucker, Mrs. S. A., Hyde Park,	.	.	.	.	1 00
Tucker, Miss Sarah, Hyde Park,	.	.	.	.	1 00
Tuell, Mrs. H.,	.	.	.	.	1 00
Upton, Mrs. G. B.,	.	.	.	.	2 00
Vose, Miss C. C.,	.	.	.	.	1 00
Ware, Mrs. Arthur L.,	.	.	.	.	1 00
Wadsworth, Mrs. E. D.,	.	.	.	.	1 00
Weston, Mrs. William B.,	.	.	.	.	1 00
Weston, Mr. William B.,	.	.	.	.	1 00
White, Mrs. F. B.,	.	.	.	.	1 00
Whitney, Mrs. A. D. T.,	1 00
Whitwell, Mrs. F. A.,	1 00
Whitwell, Miss Natalie S.,	1 00
Wood, Mrs. William,	3 00
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					\$119 00

LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

Ashcroft, Mrs. Edward,	\$1 00
Bancroft, Mrs. Thomas,	1 00
Bancroft, Mrs. William,	.	.	.	.	.	1 00
Bates, Mrs. Walter,	.	.	.	.	.	2 00
Berry, Mrs. Benjamin J.,	.	.	.	.	.	2 00
Chase, Mrs. Phillip Augustus,	.	.	.	.	.	1 00
Clough, Mrs. Charles,	.	.	.	.	.	1 00
Coffin, Miss A. M.,	.	.	.	.	.	2 00
Dearborn, Mrs. Fred.,	.	.	.	.	.	1 00
Donallen, Mrs. John,	.	.	.	.	.	1 00
Frazier, Mrs. Lyman B.,	.	.	.	.	.	1 00
Haddock, Miss Emily,	.	.	.	.	.	1 00
Harmon, Mrs. Rollin,	.	.	.	.	.	1 00
Haven, Mrs. Lucy B.,	.	.	.	.	.	1 00
Hollis, Mrs. Samuel J.,	.	.	.	.	.	1 00
Hudson, Mrs. Charles,	.	.	.	.	.	1 00
Ireson, Miss Isabella,	.	.	.	.	.	1 00
Ireson, Miss Kate,	.	.	.	.	.	1 00
Johnson, Mrs. John B.,	.	.	.	.	.	1 00
Johnson, Mrs. Luther,	.	.	.	.	.	1 00
King, Mrs. Horace,	.	.	.	.	.	1 00
Lee, Mrs. Nehemiah,	.	.	.	.	.	1 00
Lovejoy, Mrs. Dr.,	.	.	.	.	.	1 00
Lovejoy, Mrs. Elbridge,	.	.	.	.	.	1 00
MacArthur, Mrs. John,	.	.	.	.	.	1 00
Manton, Mrs. John T.,	.	.	.	.	.	5 00
Melcher, Mrs. Charles,	.	.	.	.	.	1 00
Moore, Mrs. Ira,	.	.	.	.	.	1 00
Morgan, Mrs. William,	.	.	.	.	.	1 00
Name not given,	.	.	.	.	.	2 00
<i>Amount carried forward,</i>						\$38 00

<i>Amount brought forward,</i>	.	.	.	.	\$38 00
Newhall, Mrs. James S.,	.	.	.	.	1 00
Newhall, Mrs. Lucian,	.	.	.	.	1 00
Newhall, Mrs. Thomas B.,	.	.	.	.	1 00
Nourse, Mrs. Christopher,	.	.	.	.	1 00
Osborne, Mrs. Wallace,	.	.	.	.	1 00
Osborne, Mrs. Wellman,	.	.	.	.	1 00
Page, Mrs.,	.	.	.	.	1 00
Pope, Mrs.,	.	.	.	.	1 00
Saunderson, Mrs. Nancy,	.	.	.	.	1 00
Sheldon, Mrs. Charles C.,	.	.	.	.	1 00
Shorey, Mrs. George,	.	.	.	.	1 00
Tapley, Miss Alice,	.	.	.	.	1 00
Tapley, Mr. Amos P.,	.	.	.	.	1 00
Tapley, Mrs. Amos P.,	.	.	.	.	1 00
Tapley, Mrs. Henry,	.	.	.	.	1 00
Tebbets, Mrs. Charles B.,	.	.	.	.	2 00
Valpey, Mrs. Henry,	.	.	.	.	1 00
Varney, Mrs. Charles,	.	.	.	.	1 00
Walden, Mrs. Edwin,	.	.	.	.	1 00
Walsh, Mrs. Charles,	.	.	.	.	1 00
Whiton, Mrs. Mary,	.	.	.	.	1 00
					<hr/>
					\$60 00

WORCESTER BRANCH.

Through Mrs. ELIZA DRAPER ROBINSON.

Through Mrs. J. E. Day, former treasurer,	.	.	\$100 00
A friend,	.	.	1 00
Allen, Mrs. Lamson,	.	.	1 00
Ball, Mrs. M. J.,	.	.	1 00
Ball, Miss Helen,	.	.	1 00
Barnard, Mrs. Lewis,	.	.	1 00
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<i>Amount carried forward,</i>	.	.	\$105 00

<i>Amount brought forward,</i>	\$105 00
Barnard, Miss Helen,	1 00
Bigelow, Mrs. A. A.,	.	.	.	.	1 00
Bigelow, Miss M. Fannie,	.	.	.	.	1 00
Blake, Miss Ellen,	.	.	.	.	1 00
Blake, Miss Louise,	.	.	.	.	1 00
Brown, Mrs. Henry,	.	.	.	.	1 00
Brown, Mrs. Sarah Theo.,	.	.	.	.	1 00
Butler, Mrs. A. M. S.,	.	.	.	.	1 00
Brady, Mrs. John,	.	.	.	.	1 00
Clark, Mrs. Henry,	.	.	.	.	50 00
Clark, Miss Harriet,	.	.	.	.	5 00
Coes, Miss Annie L.,	.	.	.	.	1 00
Comins, Mrs. E. I.,	.	.	.	.	1 00
Curtis, Mrs. John D.,	.	.	.	.	1 00
Curtis, Mrs. Edwin P.,	.	.	.	.	1 00
Davis, Mrs. Charles,	.	.	.	.	1 00
Day, Mrs. J. E.,	.	.	.	.	10 00
Day, Miss Edna F.,	.	.	.	.	1 00
Day, Miss Alice F.,	.	.	.	.	1 00
Fay, Mrs. H. B.,	.	.	.	.	1 00
Fish, Miss Kittie,	.	.	.	.	1 00
Fowler, Mrs. E. H.,	.	.	.	.	1 00
Francis, Mrs. George E.,	.	.	.	.	1 00
Gates, Mrs. Charles L.,	.	.	.	.	1 00
Gray, Miss Sybil,	.	.	.	.	1 00
Harrington, Mrs. C. G.,	.	.	.	.	1 00
Hastings, Miss,	.	.	.	.	1 00
Hobbs, Miss Martha,	.	.	.	.	1 00
Howe, Mrs. Anna,	.	.	.	.	1 00
Lathrop, Mrs. F. D.,	.	.	.	.	1 00
Lincoln, Mrs. Winslow S.,	.	.	.	.	1 00
Marsh, Mrs. Henry,	.	.	.	.	1 00
Mirick, Mrs. Albert,	.	.	.	.	1 00
<i>Amount carried forward,</i>	.	.	.	.	\$200 00

<i>Amount brought forward,</i>						\$200 00
Morgan, Mrs. Charles,	.	.	.	.	.	1 00
Morse, Mrs. E. D. T.,	.	.	.	.	.	1 00
Morse, Miss Nellie A.,	.	.	.	.	.	1 00
Moore, Mrs. Jessie,	.	.	.	.	.	1 00
Partridge, Miss J. A.,	.	.	.	.	.	1 00
Perley, Miss M. N.,	.	.	.	.	.	1 00
Pond, Mrs. W. F.,	.	.	.	.	.	10 00
Pratt, Mrs. Henry S.,	.	.	.	.	.	1 00
Reeves, Mrs. George,	.	.	.	.	.	1 00
Rice, Mrs. W. W.,	.	.	.	.	.	5 00
Robinson, Mrs. J. H.,	.	.	.	.	.	1 00
Rice, Mrs. W. E.,	.	.	.	.	.	5 00
Sanford, Miss,	.	.	.	.	.	1 00
Salisbury, Hon. Steven,	.	.	.	.	.	100 00
Schmidt, Mr. H. F. A.,	.	.	.	.	.	1 00
Schmidt, Mrs. H. F. A.,	.	.	.	.	.	1 00
Scofield, Mrs. J. M.,	.	.	.	.	.	5 00
Sargent, Miss Mary F.,	.	.	.	.	.	1 00
Searls, Mrs. W. P.,	.	.	.	.	.	1 00
Stone, Mrs. J. B.,	.	.	.	.	.	1 00
Sumner, Mrs. Dwight,	.	.	.	.	.	1 00
Sinclair, Prof. J. E.,	.	.	.	.	.	1 00
Sinclair, Mrs. J. E.,	.	.	.	.	.	1 00
Thayer, Mrs. Adin,	.	.	.	.	.	7 00
Thayer, Mrs. Edward D.,	.	.	.	.	.	5 00
Thayer, Master Scofield,	.	.	.	.	.	25
Whitcomb, Mrs. C. C.,	.	.	.	.	.	1 00
Washburn, Mrs. Charles G.,	.	.	.	.	.	25 00
Watson, Mrs. J. B.,	.	.	.	.	.	1 00
Waites, Mrs. Kate S.,	.	.	.	.	.	1 00
Witter, Mrs. Henry F.,	.	.	.	.	.	5 00
Wyman, Miss F. W.,	.	.	.	.	.	1 00
Interest on deposits,	.	.	.	.	.	75

 \$390 00

